

**THE INFLUENCE OF INDUCTION PROGRAMMES ON THE EFFECTIVENESS OF
BEGINNER TEACHERS IN PRIMARY SCHOOLS IN ILEMBE DISTRICT**

by

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DECLARATION

STUDENT NUMBER: 3189 347 3

I hereby declare that **THE INFLUENCE OF INDUCTION PROGRAMMES ON THE EFFECTIVENESS OF BEGINNER TEACHERS IN PRIMARY SCHOOLS IN ILEMBE DISTRICT** is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'E Pillay', is written over a horizontal line.

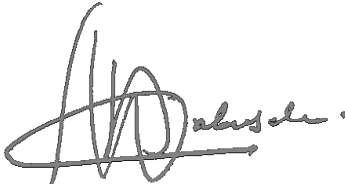
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DECLARATION BY SUPERVISOR ON ORIGINALITY REPORT

I, Mrs MR Mabusela, declare that I have considered the originality software checking report submitted by E. Pillay. I confirm that the dissertation meets an acceptable standard of originality.



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ABSTRACT

This study focuses on the contribution of induction programmes to the teaching potential of beginner teachers at primary schools in the Ilembe District. Based on convenience in terms of accessibility and purposeful sampling, four primary schools were selected with eight novice teachers (two from each selected school) and four members of the school management team (one from each selected school) acting as participants. Using individual interviewing, beginner teachers and members of school management teams narrated their perceptions on the value of induction programmes for beginner teachers in order to improve beginner teachers' teaching competency. Findings revealed that none of the sampled schools had a formalised induction programme offered to beginner teachers. Beginner teachers felt overwhelmed and challenged with real classroom situations whereas members of the school management teams acknowledged the need for beginner teachers to be capacitated with hands-on knowledge and skills to teach effectively within the specific classroom context.

Key words: Induction programmes for beginner teachers, primary schools, teacher development, support measures, mentors, effective teaching and learning, challenges for beginner teachers

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CHAPTER ONE

ORIENTATION TO THE STUDY

1. 1 INTRODUCTION AND BACKGROUND TO THE STUDY

South African education systems are constantly changing. Decentralisation processes have now been enforced at schools. Schools are faced with increased responsibilities and challenges in attempting to provide quality teaching and learning. According to the Department of Education, the matriculation results in Ilembe District show a decline in the matriculation pass rate from 72,4% in 2013 to 59,2% in 2014 before plummeting to a pass rate of 51,9% in 2015 and 52,4% in 2016, leaving Ilembe District as the worst performing district in Kwazulu-Natal. The department of education indicates that, although a steady increase in the matriculation pass rate can be noted nationally, Kwazulu-Natal and in particular Ilembe District has shown a decrease in the pass rate with the exception of 2017.

Teachers spend a large part of the school day in direct contact with the learners. Largely, they control what is being taught and how it is being taught and this heavily influences learner performance. According to Spaul (2013:5), learners begin to lag in their early years, and this contributes to their underperformance in high school. The roles of experienced and successful teachers are imperative to the drive towards quality teaching and learning practices.

Hughes as cited by Callahan (2016:6) indicates that seasoned teachers are effective teachers, as they are able to attain a higher rate of learner achievement as compared to beginner teachers. Studies reveal that there is already a serious shortage of teachers in the system and many seasoned teachers continue to leave in search of better job opportunities (Makhuzeni & Barkhuizen 2015 & Manik 2007). As this literature suggests, if these experienced teachers are constantly leaving the education system, does that not leave the system deficient of a wealth of knowledge, skills and expertise? Can beginner teachers adequately fill this gap?

These beginner teachers need to be rapidly developed in order to produce high learner achievement rates. Winters and Cowen as cited by Callahan (2016:9) state that quality teachers must be developed within their initial years in the education system as growth and development do not improve significantly after five years. With reference to the

importance of developing good quality teachers, the department of education should provide teachers with adequate support in the first few years of teaching. What support do beginner teachers receive in the Ilembe District? Do the matriculation pass rates over the past few years indicate that something is missing in the primary schooling component? Could one of the most significant areas of development for a beginner teacher relate to the school's induction programme?

Steyn and Van Niekerk (2007:205) describe an induction programme as the steps that an institution takes to help new staff members to acclimatise to their new domain, rapidly, resulting in the least disruption to the institution's functioning. A focus is needed on the quality of induction programmes that the primary schools in the Ilembe District offer to beginner teachers in order for them to adjust effectively to their schools as quickly as possible. According to Alhija and Fresko (2016:16), induction programmes have positively influenced teacher retention, and have contributed to beginner teachers acquiring teaching skills.

Beginner teachers experience many problems according to existing literature by Whitaker (2001) & Petersen (2017). These beginner teachers are not ready to meet the requirements of teaching experience challenges to transfer learning from theory into practice. A deficiency can be noted in the literature with regard to the problems, needs and requirements of beginner teachers in the Ilembe District. Steyn and Schulze (2004:239) describe the reality shock which beginner teachers experience as their previous exposure to education does not adequately prepare them for the actual challenges of teaching. A closer review of beginner teachers' experiences in Ilembe District would encourage interactive involvement by Department officials and the necessary adjustments can be negotiated such that future educational experiences can focus specifically on the needs of the Ilembe District.

According to the curriculum assessment policy statements (CAPS) policy document issued by the Department of Education (DoE: 2019), the South African curriculum is void of any aim to develop the beginner teacher. Steyn (2004:7) states that studies have shown that beginner teacher induction programmes result in beginner teachers becoming rapidly more effective and skilful as teachers. Suitably planned induction programmes can influence the development of effective teachers (Whitaker 2001:7). The outcomes of an induction programme should therefore dictate the content and drive the programme

to develop effective beginner teachers. Ingersoll and Strong as cited by Alhija and Fresko (2016:16) reported that new teacher induction programmes positively affected teacher dedication, classroom teaching application and learner attainment. This study will be directed by the question – what is the contribution of induction programmes to the teaching potential of beginner teachers in primary schools?

1.2 RATIONALE FOR THE STUDY

By establishing the relevance of induction programmes for contributing towards effective beginner teacher development, the focus can be shifted from Grade 12 results to primary school education and, secondly, rigid, formalised departmentally initiated induction programmes. Alhija and Fresko (2016:17) revealed positive reports from teachers regarding the impact of induction on their initial teaching experiences. They also reported that teachers gained educational psychological support, teaching skills, methodology and management techniques together with curriculum integration and educational associations. The induction of teachers has not, however, been sufficiently prioritised resulting in inadequate reinforcement (Steyn & Schulze 2004:235). This indicates a gap in the impact of induction programmes on beginner teachers. This study will establish whether the existing induction programmes in primary schools are effective in the development of beginner teachers.

1.3 STATEMENT OF THE PROBLEM

Learners who do not receive a solid foundation of understanding of numeracy and literacy at primary school level will experience difficulty in unpacking and relating to the curriculum requirements at secondary schools (Van der Berg, Taylor, Gustafsson, Spaull & Armstrong 2011:19). Learners have trouble in keeping up academically and this makes learning taxing. At primary school level, much emphasis needs to be placed on the cognitive, social and the intellectual development of the child so that they can grow up to be contributing citizens of society. The focus is placed on learner achievement in Grade 12, whereas greater focus is required in primary education. It is therefore imperative to adequately support the development and growth of novice teachers in primary schools. Shaw and Newton as cited by Callahan (2016:9) state that if the teacher indeed has the biggest impact on learners' performance in the classroom, then the quality of the teacher is vital.

Social isolation, classroom management, discipline problems and insufficient knowledge and skills are some of the factors that relate to the difficulties many neophyte teachers face (Steyn & Schulze 2005; Petersen 2017). Darling-Hammond and Strong as cited by Kutsyuruba and Walker (2015:32) claim that emphasis should be placed on induction and mentorship programmes during the early teaching years in order to prevent teacher attrition and as such to impact positively on learner achievement. Steyn and Schulze (2005:235) reported that the induction of neophyte educators in South Africa is unsatisfactory. Heyns, as cited by Steyn and Schulze (2005:235) states that, according to a survey, only 30% of school managers reported conducting induction programmes at their institutions. International research indicates that almost one out of three new teachers leaves after three years and that almost one out of two leaves after five years (Petersen 2017:5).

The schools in the Ilembe District are classified with different quintile rankings, which affects the resources and support the school receives from the state.

Regarding arrangements in Kwazulu-Natal, induction programmes are an expectation on the side of the Department at provincial and national level, but they are not prescriptive in nature and are also not monitored or followed through (Goolam, Lotter, Naicker & Waddy 2010:29). This leaves schools in Kwazulu-Natal to implement their own induction programmes within their own specific contexts to effectively develop beginner teachers. Induction programmes will differ from school to school as allocation of resources towards induction programmes and teacher development will vary.

Schools in Ilembe District need to be supported to fill the gaps that are created when teachers leave the system and beginner teachers enter the system. They also need to be effectively supported in developing suitable induction programmes for beginner teachers. This study focuses on addressing the gap relating to sustained teaching and learning with beginner teachers replacing experienced teachers who retire or resign.

1.3.1 Research question

The influence of induction programmes on the effectiveness of beginner teachers in primary schools in Ilembe District.

Sub questions:

- What are the needs and requirements of beginner teachers in developing themselves into effective teachers?
- How do schools go about assisting beginner teachers at primary schools in their development?
- How effective are induction programmes at primary schools to capacitate beginner teachers to become competent teachers?
- What are the availability and scope of induction programmes for beginner teachers in primary schools?

1.3.2 Aim and objectives of the study

The aim of this study was to contribute to effective teaching and learning in primary schools by focusing on induction programmes for beginner teachers.

Objectives:

- To determine the needs and requirements of beginner teachers in developing them into effective teachers.
- To determine the assistance beginner teachers receive from their schools.
- To establish the efficiency of the induction programmes for beginner teachers in the primary schools.
- To determine the availability and the scope of induction programmes for beginner teachers in primary schools.

1.4 PRELIMINARY LITERATURE REVIEW

Beginner teachers need to adapt to their new school, staff members and learners before they can perform optimally and achieve school goals (Steyn & Schulze 2004:235). Each school is unique and is placed in a unique community, which influences its functionality. Botha (2013:20) states that a school is a complex organisational structure that is characterised by uncertainty because its nature is largely determined by the nature of its learners. Each school will therefore have a specific set of objectives to attain and the beginner teachers need to be supported in their development in order to provide quality teaching and learning to achieve those specific objectives.

Blömeke, Hoth, Döhrmann, Busse, Kaiser and König (2015:288) found that growth of beginner teachers was not the same at all schools as it depended on the context of each school. Induction programmes can therefore differ from school to school based on

different contexts, geographical locations, financial constraints or resources available. These programmes usually include aspects involving staff, learner and parental components, curriculum and teaching requirements, school resources and administration (Steyn & Van Niekerk 2007:209). What information does the primary schools in the Ilembe District focus on? Are these beginner teachers receiving adequate development that would enable them to grow into productive teachers and contribute to specific school objectives in realistic time periods?

Lozinak (2016:1) states that teacher induction should include aspects that would help beginner teachers develop into teaching professionals. Magudu and Gumbo (2017:1) look at an induction process as a process that could span from one to three years, aimed at supporting beginner teachers in their development and enhancing teacher quality. For the purpose of this study, induction was looked at as a programme adopted by the school in order to help develop a beginner teacher personally as well as professionally and adjust to the school environment as quickly as possible with minimum disruption so that the process of quality teaching and learning can be promoted.

Of particular significance is determining how the beginner teacher requires assistance. Feiman-Nemser (2003:1) states that most policy mandates do not understand the needs of beginner teachers and of the resources required to create effective programmes. Most induction programmes tend to focus on areas that affect teaching in the classroom and often neglect the aspect of socialisation, which is an important aspect of teacher development (Magudu & Gumbo 2017:1). By being aware of the challenges that beginner teachers experience will provide an opportunity for such challenges to be addressed through an induction programme which can provide ongoing support for a long period.

A review of literature indicates that beginner teachers experience many challenges (Alhija & Fresko 2016; Blömeke et al. 2017; Magudu & Gumbo 2017; Petersen 2017; Steyn & Schulze 2005 & Whitaker 2001). Literature stipulates that some of the common problems experienced by beginner teachers are social isolation, classroom management and discipline, poor working conditions and difficulty in applying theory (Alhija & Fresko 2016; Blömeke et al. 2017; Magudu & Gumbo 2017; Steyn & Schulze 2005; Petersen 2017 & Whitaker 2001).

The main factors relating to the difficulties many beginner teachers face can be identified as follows (Blömeke et al. 2017; Petersen 2017; Steyn & Schulze 2004; Whitaker 2001):

- Reality shock

This happens when beginner teachers realise the demands and expectations of the profession. Reality shock occurs when beginner teachers' educational experiences are insufficient to address the actual needs of the school situation. These teachers have to face unfamiliar learners and staff members, a new curriculum and new protocols.

- Insufficient knowledge and skills

Beginner teachers often experience challenges in the preparation of lesson plans or other administration requirements. They also experience challenges with the different methods of teaching and time management.

- Reality gap

Beginner teachers find that there is a gap between teaching and their perception of teaching. Vague institutional requirements from principals, staff members, parents or learners contribute to their uncertainty and feeling of deficiency.

- Social isolation

Teachers spend a large part of their day away from their colleagues and this often results in them feeling isolated as they are not in contact with other adults.

- Classroom management and discipline

Classroom related problems are challenges for the beginner teacher – these teachers feel “ill equipped” to handle classroom realities. Working with large numbers of learners who often have different learning requirements often presents a challenge in the classroom. It is not easy to establish relationships with every learner without understanding the background of the learner.

- Poor working conditions

Many schools are faced with a shortage of resources and this presents a problem in the delivery of the curriculum.

- Complexity and workload

Beginner educators are assigned more duties and more extracurricular activities than the other teachers and the most challenging learners and unwanted subjects (Steyn & Schulze 2004:240). Petersen (2017:2) states that, for beginner teachers at primary schools, the first few years require extensive modification and adaptation because the responsibility of leading children into literacy and numeracy and educating them how to conduct themselves under a rigid and ordered environment can be overwhelming.

Beginner teachers face more than these challenges in a typical South African classroom. Large numbers and the demanding curriculum are present in most school situations. Learners are often expected to learn in a language that is not their mother tongue and the novice is expected to develop teaching strategies overnight. Steyn and Schulze (2005:235) note that often beginner teachers acquire teaching skills only over a long period using experimentation, which leads to struggling teachers leaving the profession. For many reasons that include increased responsibilities and a lack of support many beginner teachers leave the profession after only a few years (Beishuizen, Gaikhorst, Korstjens & Volman, 2014:23). These challenges necessitate the implementation of a well-structured induction programme, which would support and guide beginner teachers through their development and encourage them to remain in the profession.

Kagan as cited by Blömeke (2017:288) states that most growth and development regarding classroom skills, learner achievement, motivation, and learning styles occurred in the initial years of teaching. It is therefore imperative that in order for induction programmes to be effective in contributing to the development of beginner teachers, it should be focused on assisting the novice teachers during the early years of their profession. Whitaker (2001:7) states that for induction to be effective, it must be systematic, planned and sustained. When beginner teachers are involved in a mentoring programme, an increase in the level of learner achievement can be noted from their test scores (Callahan 2016:9).

Standards in other countries reflect visions of good teaching and they can be used as tools that assist us in the development of teacher induction (Feiman-Nemser 2003:1). In 2004, the number of formal induction programmes that were implemented internationally indicated a positive growth trend (Magione, Pettenati, Rosa, Magnoler & Rossi 2016:3). It is therefore of vital importance that such standards are considered in the implementation of programmes supporting beginner teachers in our country and, more specifically, in schools across the Ilembe District.

Induction is a developmental programme that addresses the needs and requirements of beginner teachers. Teacher induction has not yet become a priority and they are insufficiently promoted (Steyn & Schulze 2005:235). Steyn (2004:2) states that although much effort has been made to assist beginner teachers entering the profession, there is still need for further development. Educational researchers found that rigid mathematical

and scientific conceptual development coupled with early reading can lead to an increase in students being able to pursue careers in the science, technology, engineering and mathematics fields (Petersen 2017:1). Minimal research data on induction programmes and their improvement are available on the Ilembe District. The matriculation pass rate over the past few years signals the gap for further research into the quality of beginner teachers at primary schools. If South Africa is to better educational narratives, it is most probable that enhanced induction programmes will be required (Petersen 2017:4). An area of concern stems from literature, which suggests that teacher preparation support, and programmes do not adequately prepare teachers for the teaching profession. The aim of induction programmes is to lend support to the beginner teacher to facilitate the move from tertiary institutions to the classroom (Whitaker 2001:9). Do the beginner teachers in the Ilembe District indicate a similar preference? Could this impact on the matriculation results in the Ilembe District?

Primary school learners are largely dependent on the teacher as they are ill prepared to meet the demands of learning in a formal school scenario. Van der Berg as cited by Petersen (2017:1) reiterates the vital role of teachers in primary schools, with specific reference to those teaching young children learning skills. A focus is needed on this suggested area of shortfall relating to the development of beginner teachers in primary schools and ways in which induction programmes can be improved. Induction programmes should be directed towards achieving established objectives but need to inculcate areas that incorporate the needs and requirements of the beginner teacher. Magudu and Gumbo (2017:1) describe the early years of teaching as a period of complex behavioural and conceptual professional learning and development.

Literature reviews have indicated that there is much discussion on the challenges experienced by beginner teachers but there is minimal research that focuses on the impact of induction programmes in the Ilembe District. This research thus focused on how schools in the Ilembe District go about developing beginner teachers. Lesley Huling-Austin as cited by Whitaker (2001:8) listed five common goals of induction programmes:

- To better the teaching performance of beginner teachers.
- To retain the services of beginner teachers during the period of induction.
- To enhance the personal and professional wellbeing of beginner teachers.
- To meet the professional requirements of induction programmes.

- To relay the culture of the system and the profession.

Effective induction programmes in the Ilembe District could easily expand opportunities for the various stakeholders in the education system and increase job satisfaction. The more successes a teacher encounters, the higher the job satisfaction (Callahan 2016:9). Howe as cited by Lozinak (2016:12) states that enhanced teaching induction results in attracting better teachers, decreases the number of teachers who leave our system, enhances job gratification, improves teacher development and improves teaching and learning. The cornerstone to a paradigm shift in education lies in the triumph of the classroom teacher (Callahan 2016:7).

Petersen (2017:6) emphasises that failing to prioritise concerns related to expert, ongoing support for beginner teachers, and the danger of being unable to improve educational skills development for South Africa is a threat.

1.5 RESEARCH METHODOLOGY AND DESIGN

1.5.1 Research paradigm

A constructivist research paradigm underlies the research for this study, as information was gathered on an individual's feelings, perceptions and beliefs to understand the value of induction programmes on beginner teachers' work performance. A design, based on phenomena, related to a constructivist research paradigm was most suitable, as it relates to the study through peoples' lived experiences and the daily happenings in their everyday lives (Creswell 2009:13). Using such information, the researcher was able to create a realistic representation of the research problem. The research design relates to constructivism where there is the assumption that only through personal experience is reality known (Creswell 2009:13).

1.5.2 Research approach

A qualitative research approach was most suitable for this study. Using qualitative interviews, beginner teachers were able to relate their perceptions and feelings of their experiences at schools. Pierre and Jackson (2014:716) state that when data is collected in a "face to face" encounter with the participants in their natural setting, it is considered as primary data. School management team (SMT) members were also able to describe what the induction process at their school entailed and how this benefitted the beginner teacher. Data in the form of words were generated from interviews.

1.5.3 Research design

The research design that this study required was one that necessitated an intensive study of the problem. Phenomenology has the aim of identifying the 'essence' of the human experience of a phenomenon. In order to understand and construct meaning about people's lived experiences, feelings and perceptions, observing them in their own environment and conducting interviews with them facilitated this process. Novice teachers are often overwhelmed with shock and emotion when they realise what is expected of them. In order to understand exactly what they feel and take out of the school situation; the research process required a representation of their experiences and emotions. In this regard Creswell (2009:175) states that qualitative researchers are interested in meaning, that is, how people make sense of their lives, experiences and structures of their world.

1.5.4 Population and sampling

Ilembe is one of the 12 districts of Kwazulu-Natal province in South Africa and comprises 14 circuits. Four schools from the north coast of KwaZulu-Natal were purposefully selected from a list of 422 schools in the Ilembe District. Two rural schools were located in the Phambela circuit and two semi urban schools were located in the KwaDukuza circuit as they were conveniently located and were easily reached by the researcher.

The sample of this study comprised of eight novice teachers (two from each school) and four senior school management team (SMT) members, one from each school. Schreier (2018:88) states that the key idea underlying purposive sampling is to choose cases that are information rich with a view to answering the research question. The SMT members were therefore interviewed, as they were able to add greater meaning and understanding to the research problem.

These four schools had the following criteria in common:

- The selected schools were all public schools.
- The selected schools were all funded by the government.
- All participants had a formal teaching qualification.
- All participants were registered with the South African Council for Educators (SACE).
- Similarity in learner and staff populations in the selected schools was noted.

Each participant took part in a face to face partially structured interview.

1.5.5 Research methods

Seidman as cited by Roulston and Myungweon (2018:235) stated that researchers rely on interviews which focus on the experiences of participants and the meanings they make of those experiences. In this regard, individual phenomenological interviews were conducted. According to Creswell (2009:15), researchers collect data by conducting an interview with an individual whereby the individual is allowed to talk openly about a topic. Through phenomenological interviews, researchers formulate comprehensive descriptions of participants' experiences about a phenomenon through asking open questions concerning the participants' feelings, perceptions and understandings (Roulston & Myungweon 2018:235).

Developing interview questions included in an interview guide provided the beginner teachers and the SMT members with an opportunity to talk about their experiences of the teaching profession and generated information that assisted with the research questions posed. According to Atkins and Wallace (2012:85), interviews are a flexible research tool, which can be used to obtain a variety of information including factual data, views and opinions, personal narratives and histories.

The eleven questions of the interview guide related to questions on beginner teachers' needs, support and development, role of the school and the department recommendations to improve induction programmes. A general question relating to their interpretation of 'beginner teacher' introduced the interview discussion and the participants were encouraged to be open and honest with their responses. The interview guide for the members of management included perceptions of the beginner teacher, role played by the school and department, quality of teaching at schools and recommendations to improve. The management members were encouraged to present their opinions on the effectiveness of the beginner teacher. Different schools use different techniques in order to evaluate and appraise effectiveness of teachers at school, e.g. Collective Agreement 8 of 2003, internal moderation documents and continuing teacher development programme (CPTD) points. A general question encouraged the opening up of the interview and encouraged the management members to describe induction processes at their school. The use of a voice recorder in the interview process depended on how comfortable each participant was with the use of such technology. Participants

should be acquainted with the device and be at liberty to reject working with such a device (Mouton 2006:243). The participant must also grant the researcher permission to take down field notes so that much of the information can be recorded for future references.

The interviews lasted at least thirty minutes to an hour. Interviews were conducted at a time when the school felt it was convenient to do so, preferably in an isolated room at the school with no outside interference so that the school environment could be observed. Individual interviews were transcribed immediately after they were conducted so that the most information from the participants was captured. The use of a computer to capture this information was encouraged. The voice recorder facilitated this process if the participant permitted its usage.

1.5.6 Data analysis and interpretation

Qualitative content analysis is used for the subjective interpretation of text data through the process of coding and identifying themes or patterns (Cho & Lee 2014:3).

Strengths of qualitative content analysis include:

- It results in a comprehension of phenomenon using gathered data (Cho & Lee 2014:17).
- It permits the processing of large volumes of data (Cho & Lee 2014:17).
- It is adaptable because data can be obtained from different sources (Schreier 2012).
- Written text is not subjected to unwanted influence of the researcher (Cho & Lee 2014:17).

Data consisted of the researcher's field notes and the transcribed interviews and meaning was attached using the coding process to establish themes or patterns. Using the inductive approach, codes, patterns or themes were established from the data. A voice recorder was used for clarification purposes in interviews, when participants allowed usage of the device. Gravois, Rosenfield and Greenberg (1992:563) state that direct coding of audiotapes permits researchers to gather and analyse normally inaccessible data. Participants were closely observed for facial expressions, body language and signs of anxiety or nervousness, which were noted by the researcher for possible further interpretation. The researcher began by eliminating any preconceived prejudices or bias that would affect the research.

Inductive inference uses inferences from observations or data to construct an explanation on the basis of observations made, and perceived patterns and trends in observations (Mouton 2015:118). The data were analysed involving “breaking up” the data into manageable themes, patterns, trends and relationships (Mouton 2015:108).

1.6 CREDIBILITY AND TRUSTWORTHINESS (QUALITATIVE RESEARCH)

Scientific research involves studying others (Mouton 2015:243). Research should be based on mutual trust, where the rights, interests and sensitivities of participants are protected (Mouton 2015). In order to protect those rights, interests and sensitivities of others, credibility and trustworthiness in research should become important areas of attention. Guba as cited by Cho and Lee (2014:14) states that credibility (truth-value), transferability (applicability) and dependability (consistency) have been used to evaluate the trustworthiness of the qualitative inquiry. Creswell (2008:191) encourages the use of multiple strategies so that themes can be based on converging a variety of sources of data or perspectives from the participants to add validity to the study. Creswell (2008:191) further states that these multiple strategies enhance the concepts of trustworthiness, authenticity and credibility. This is described in further detail in Table 1.1.

Table 1.1 Application of strategy to ensure trustworthiness of findings

Strategy	Application
1. Credibility	Field notes were taken during all interviews. Follow up interviews were held, providing participants with an opportunity to comment on the findings.
	Interviews were conducted at different primary schools in the Ilembe District so that both urban and rural areas could be selected.
	Research process was fully described using rich and thick descriptions to convey the findings.
2. Transferability	Interviews were carefully transcribed on a computer and field notes further re-enforced the capturing of the interview content

Creswell (2008:191) states that validity in qualitative research is largely determined by the extent to which the data matches reality and represents the actual subjective experience of the participants. Trustworthiness was also emphasised through thorough descriptions of the participant's experiences and further clarification of the field notes that were recorded during the interview process.

Data was maintained in strict categories so that the essence of experiences and ideas was captured as accurately as possible. Handwritten field notes were able to provide for future references.

Cho and Lee (2014) state that, in order to increase the credibility of the findings of a study, triangulation can be used as one of the basic strategies.

Further aspects relating to the validity of the study, such as dependability and confirmability, will be discussed in further detail in the research methodology chapter.

1.7 RESEARCH ETHICS

Mouton (2015:238) states that research is a form of human conduct, and such conduct should conform to generally accepted norms and values. He further states that researchers should factor in the participants' right to privacy. It is therefore imperative that the researcher maintains a high standard of morality throughout the research process. Atkins and Wallace (2012:29) emphasise that ethical standards should be maintained throughout the study, recognising the need for anonymity and consent.

Approval in writing to conduct interviews at the four primary schools in Ilembe District was obtained from the Department of Education of KwaZulu-Natal. Principals at the four selected primary schools were approached by the researcher for permission to conduct research at their schools. Participants were briefed as to what the research was about before they participated in the interview process and their informed consent was sought. According to Atkins and Wallace (2012:29), keeping participants informed shows them respect and enables them to make clear decisions regarding their participation in the research process. All participants remained anonymous and care was exercised when the interviews were being recorded. The principle of confidentiality applied at all times when information was being gathered from the participants. Atkins and Wallace (2012:29) state that all educational research should be conducted with an ethic of respect for:

- The person
- Knowledge
- Democratic values
- The quality of educational research
- Academic freedom

1.8 CHAPTER OUTLINE

Chapter 1: Introduction and overview

This chapter sets the stage for my intended study and provides a background. It describes briefly why the study was done (rationale). It also contains the aim of my study, a description of the research design, objectives and the problem statement and the sub problems.

Chapter 2: Literature review

Literature sources that are related to the research problem are consulted. Shortcomings in previous literature are noted and the area of contribution of my intended study will be indicated. The literature review will focus on induction programmes conducted internationally and nationally with a final focus on induction programmes in public schools in Ilembe and the influence they have on the development of beginner teachers. Upon review of existing literature, conceptual, theoretical and methodological approaches will be noted and an approach that best suits the research questions will be considered.

Chapter 3: Research methodology and research design

The approach and methods of data collection for the empirical part of my study will be described in this chapter. Data was generated from the interviews conducted with the participants as well as the field notes generated during the interviews.

Chapter 4: Research findings

An analysis and a discussion of the results is provided in this chapter. These findings will be used in relation to the research objectives of this study.

Chapter 5: Conclusion and recommendations

This chapter will comprise of a summary of the literature review findings and the empirical investigation findings with conclusions drawn from these findings engendering recommendations for improved practice and suggestions for future research.

1.9 SUMMARY

A detailed plan of this study was presented in this chapter. The statement of the problem and the research questions provide a structure for the study. The aims and objectives of the study provided further clarity on this research project. The contribution of various literatures was considered. Research design and methodology were specified and will be discussed further in chapter three. To conclude, a brief outline of the chapters comprising the dissertation was presented.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

When beginner teachers enter the teaching profession, not only are they exposed to the seven roles that are expected of them, as stipulated in the Norms and Standards (DoE: 2000) for Teachers in terms of their teaching practice, but also they enter an entirely new community. They become overwhelmed and they need to be supported with these changes and expectations to survive the teaching profession. The induction process is a formal process of introducing the beginner teacher to the teaching profession. At this stage, beginner teachers have acquired their formal qualification at their tertiary institutions and have been exposed to the practical component of the initial teacher training aspect. The Department of Education should not assume that beginner teachers are efficient in their capabilities because they hold a teaching qualification. They require intervention from the employer in the form of induction to the profession. The induction process is an instrument that should guide the beginner teacher to survive the initial stages of establishing themselves in the classroom and in the community.

The first few years in the classroom are usually the most difficult period in a beginner teacher's career in the teaching profession (Martin, Chiodo & Chang 2001:55). Beginner teachers have been noted to experience more classroom related challenges than experienced teachers do.

The requirement for beginner teachers to be developed in a professional capacity in managing a classroom in the early years of joining the profession seems to command serious attention (Vikaraman, Mansor & Hamzah 2017). The move from student teacher to beginner teacher can be problematic (Steyn 2004:81). The most effective way of developing and supporting a beginner teacher is to clearly understand their problems and adopt effective induction programmes to address their needs so that development can take place qualitatively.

According to research conducted by Mohamed, Valcke and Wever (2017:151), there is an expectation of beginner teachers in the teaching profession to deliver as effectively and professionally as experienced teachers. Placed in a classroom, they are expected

to deliver the curriculum and participate in school activities like every other teacher at school.

Most classrooms today are characterised by learners who are neglected, abused and unprepared for a day of learning at school. The beginner teacher needs to align with teaching practice strategies and meet the academic, social and emotional needs of the learners. Will the beginner teacher be able to successfully integrate knowledge and try to resolve these issues personally and professionally?

As a novice in a profession, they can only draw on their theoretical knowledge and their limited practice teaching experience to adapt to the demands and requirements of the practical everyday situations that face them in order to contribute effectively to the collective role. The Curriculum Assessment Policy Statements (DoE:2016) demands a high quality of work from the learners with stipulated time frames. Whether it is fair to expect from a novice teacher to perform in a classroom and achieve these specified outcomes qualitatively is questionable.

Berry (2006:34) states that effective teaching is so challenging that beginner teachers will never know all that needs to be known when they first start teaching in the profession. She also reminds us that teachers are constantly expected to meet standards that are always increasing in education and that they constantly face change in the education system despite the increasing challenges at our schools.

2.2 THEORETICAL FRAMEWORK TO THE STUDY

In this study, the researcher explored the different ways in which teacher experience could influence the educational opportunities of learners in under resourced and under privileged primary schools - particularly in the Ilembe District.

The existence of social relationships in educational practice has been recognised by researchers, practitioners and policy makers in aiming for instructional quality, positive learner outcomes and an overall improvement in the system (Moolenaar & Daly 2012:1).

Social relationships and a perception of the social world in educational practice draw on the works of Pierre Bourdieu. Bourdieu aimed at producing social classes as corporate bodies that are likely to succeed when the agents unify in a group (Bourdieu 1989:17). The association can be likened to the functioning of a school as a corporate body with the driving force of teachers aimed at developing holistic learners who are able to function

in society. It is beneficial for beginner teachers to form social networks with parents and the community at large.

Bourdieu's concept of habitus as a system of practices and a system of appreciation of practices links to early childhood (Bourdieu 1989:19). Teachers acquire pedagogical skills and need to impart specifically acquired knowledge to learners. According to Mills and Gale (2004:68), learners depend on their teachers to a large extent and value the time that teachers spend with them. Petersen (2017:1) relates the dependency of primary school learners on their teachers, particularly Foundation Phase learners, as they are unprepared for the learning challenges that they find in a formal, structured environment. Petersen (2017:1) further states that many beginner teachers leave the system as they feel as though they have failed their learners in exposing them successfully to the concepts of numeracy and literacy. Petersen's research further states that beginner teachers can be overwhelmed by the responsibilities expected of them as they have only just mastered providing for themselves as compared to the new situation of having to provide for a classroom of learners.

Bourdieu's work also indicates a higher education system in France that exposed qualities that were not taught in the system but were gained by learners from their parents who were part of the middle and upper class. This was not evident in the learners who had parents from the working class and their habitus (Cooper & Stewart 2009:113; Bourdieu 1989:23). Bourdieu implied inequalities in educational outcomes. This is congruent with the relation that can be made with learners in the system who have parents in the teaching profession and who will be able to derive support and benefit from this advantage as compared to a learner whose parents are not part of the teaching profession and thus experiences schooling without such support and benefits. Beginner teachers who have family members as teachers gain support from them having an advantage to beginner teachers not being able to rely on family-related social capital within the teaching profession. Cooper and Stewart (2009:113) relate the advantage that a beginner teacher may derive in this regard from having support and assistance from experienced teachers, peers and mentors. Bourdieu (1989:23) further stated that, to change the world, one needs to consider the practical ways in which groups are formed and reformed. However, one is entitled to view social perceptions according to one's own values.

This study considered questions that relate to the needs and requirements of beginner teachers in developing into effective teachers, and the effectiveness of induction programmes at primary schools to capacitate beginner teachers.

2.3 NOVICE TEACHERS ENTERING THE TEACHING PROFESSION

According to Maddock and Maroun (2018:192), education in South Africa is currently in crisis with alarming statistics of learners' poor results. Hoadley (2012:190) in his study reveals that teachers in South African classrooms were deficient in the knowledge that was required to interpret the new curriculum. Research further revealed that a small-scale study of the curriculum, referred to as the President's Educational Initiative, was undertaken in 1998, and this study confirmed that very little learning was taking place in schools. After these informative statistics were released, no measures for beginner teachers' preparation were noted.

Research on the development of beginner teachers reveals that it generally takes a good few years to develop these teachers to deliver confidently and effectively in the classroom (LoCasio, Smeaton & Waters 2016:192). Van de Grift, as cited by Helms-Lorenz, Van de Grift and Maulana (2015:179), reveals that beginning teachers exhibit lower levels of teaching skills as compared to the average experienced teacher in the teaching profession. This would most likely influence the decrease in skills in the teacher population and could drop the national achievement levels of learners (Helms-Lorenz et al. 2015:179).

Smith and Ingersoll (2004:681) report a growth trend in induction programmes that offer support and guidance to new teachers who join the profession. It further describes teaching as a profession that "cannibalizes its young" or a profession where teachers either "sink or swim". Teachers leave schools where they feel unable to meet learners' needs, ineffective in contributing to quality teaching and learning and unsupported (Martin, Buelow & Hoffman 2016:5).

Callahan (2016:8) contributes that new teachers enter the teaching profession overwhelmed, unprepared and unsupported, which frustrates them and they eventually leave the profession. Beginner teachers who received support from a comprehensive induction programme are less likely to leave the teaching profession (Ronfeldt &

McQueen 2017:395). The expected drop in teacher quality could be addressed by composing comprehensive induction programmes for beginner teachers as soon as they join the teaching profession (Helms-Lorenz et al. 2016:179).

Mercieca and Kelly (2017:2) define teacher support as a structure that can refer to the provision of formal support in the form of mentorship, induction and professional development. Support to assist beginner teachers could also be provided informally through the establishment of relationships with other teachers.

These researchers, like others, explore the concept of informal support that can guide the beginner teacher, especially with the integration of teachers into initial teacher education. For the purposes of this study, formal support components that are provided to beginner teachers were considered.

2.4 THE NATURE OF AN INDUCTION PROGRAMME

The word 'induction' originates from the Latin word '*inducere*' which means lead to or induce. In literature sources, the word 'induction' can be associated with development, introduction, support and training. More formally, induction has been described as an initiative taken by the school to support beginner teachers and help them establish themselves in their new work environment as quickly as possible with the least disruption as possible (Steyn & Van Niekerk 2007; Magudu & Gumbo 2017; Alhija & Frescko 2016 and Steyn & Schulze 2005). Induction can also be considered as supplementation to professional preparation for teachers or as training and skills that are omitted during training (Steyn 2004:82). The main objective of induction programmes for beginner teachers is to provide them with the necessary teaching skills and knowledge to contribute effectively.

Wong, Britton and Ganser (2005:379) describe induction as a structured and comprehensive form of staff development that integrates many people and aspects and can support a beginner teacher for the first few years of their teaching profession. Smith and Ingersoll (2004:683) conclude that induction programmes should not be designed to provide additional support and training to teachers who have already completed the formal requirements for entering the teaching profession. Teacher induction, according to Velzen, Klink, Swennen and Yaffe (2010:4) occurs when novice teachers are faced with induction that has two components. The first comprises induction into their new job environment and school and, secondly, a simultaneous induction into the teaching

profession. These researchers further describe the process as a transition from one educational workplace as a student to another educational workplace as a novice in a new job.

Induction programmes should be conceived as a “bridge” that allows a “student of teaching” to become a “teacher of students” (Smith & Ingersoll 2004:683). Comprehensive induction programmes are further described as an opportunity to network in small groups with beginner teachers as well as teachers from other schools to observe other experienced teachers in the classroom, to be observed in the classroom and learn from their own practice sessions.

Helms-Lorenz et al. (2015:180) look at teacher induction programmes as a planned and formalized arrangement whereby novice teachers are helped and supported in becoming skilled and effective professionals. Studies concerning the development of beginner teachers generally take three to five years and involve skilling beginner teachers to manage discipline in classrooms effectively, drawing up lesson plans that contain meaningful content, confidence building and drawing up purposeful assessments for learners (LoCasio et al. 2016:104).

According to Alhija and Freskco (2016:2), induction programmes vary according to the needs, requirements or resources that are available in different countries. However, research reveals that successful induction programmes include more than one component – practical sessions with the beginner teacher, seminars, workshops, written aspects, observation in the classroom and mentoring.

The Department of Education stipulates that good employers have an induction programme planned each time someone new starts a job. A sound framework of regulations and procedures, however, has not been developed and passed down to each school from the senior departmental structures. Further limitation can be noted in the lack of progress towards the development of coherent theory. Therefore, each school in the Ilembe District is responsible for drawing up its own induction programme depending on the human, physical and financial resources that are available to the school and the need for such a programme to be carried out. Most of these programmes are drawn up in conjunction with general limited guidelines that are issued by the Department of Education and rely exclusively on “good practices”. Research to ascertain the extent to

which beginner teacher induction programmes conform to the promotion of regulations and procedures in Ilembe could not be found.

The induction process involves familiarising beginner teachers with the goals of the organisation, the job requirements, the co-workers and the values and procedures that govern the organisation (Goolam, Lotter, Naicker & Waddy 2010:28). Practically, when a beginner teacher is placed in a post at a school, they need to unpack the school's goals, policies, values and procedures and align themselves not only with the school but also with the entire community in which the school finds itself placed. How much time does each school in Ilembe District allocate towards the implementation of induction programmes for beginner teachers?

2.5 MATTERS RELATING TO AN INDUCTION PROGRAMME

2.5.1 The importance of an induction programme

The transition from training to be a teacher to being a teacher in the classroom was described as traumatic and dramatic by Akdag and Haser (2016:701) due to the 'unkind' and 'offensive' real life situation in the classroom differing from the ideal situation which was created during the student training period. It is difficult for beginner teachers to cope with these challenges, as they are not familiar with such an environment.

"Mere subject matter knowledge" according to Saglam and Alan (2018:1093) is insufficient to teach qualitatively as obtaining a formal qualification does not attach any meaning to the qualitative abilities of the teacher. Who then is responsible for the beginner teacher to develop these important qualitative abilities? Does the responsibility lie with the Department of Education as the employer using the induction programme as a tool, or should a tertiary institution conform to preordained requirements laid down by the government? Could induction programmes be established with these objectives in mind?

Induction programmes differ according to their purpose and this is indicated in the length and intensity of the programme (Smith & Ingersoll 2004:882). It is also stated that the purpose of an induction programme can be designed according to the number of beginner teachers that are expected to participate in the induction process. Should schools receive adequate training and guidance to establish effective induction programmes that need to address compulsory requirements?

International research indicates that the change from learner teacher to beginner teacher presents many disturbances and struggles for the beginner teacher and that they should be offered teacher training to deal with these struggles and disturbances with greater ease (Dicke et al. 2015:1). Many beginner teachers often must find their own way to establish themselves and this is a lonely and challenging path to a new profession.

Based on the guidelines of the Department of Education an induction programme must provide answers to the following questions for beginner teachers to establish themselves in their new work environment (Goolam, Lotter, Naicker & Waddy, 2010:28):

- How will I manage my problems on the first few days at school?
- Who is in charge and how do we communicate?
- What is good professional practice at school?
- What are my duties at school?
- How does the school operate?

The question that needs to be asked is this: is that enough to build and develop qualitative teachers to be placed in our classrooms in Ilembe?

2.5.2 Stages of concern for beginner teachers

Teachers entering the teaching profession acquire their primary foundation of teaching knowledge from their formal education and this foundation of knowledge will help them survive their initial teaching experiences (Saglam & Alan 2018:1093). How then do the beginner teachers acquire knowledge and skills that are required for them to survive throughout the teaching profession and contribute effectively to education?

Practice is regarded as a good foundation, useful, practical and related to the real world, whereas theory is regarded as useless (Steyn & Van Niekerk 2005:127). Schoeman and Mabunda (2012:240) define teaching practice as the participation of beginner teachers in school experiences for the completion of formal studies outlined by education policies and the Department of Basic Education.

Reeves and Robinson (2014:237) emphasise this compulsory component of the teacher curriculum as an aspect of developing professional knowledge of teaching practice. These researchers describe the process further to include that the student teacher is placed under the guidance of an experienced teacher who provides the student teacher with guidelines on how to improve their teaching practice.

Research conducted by Ngoepe (2014:42) questions the effectiveness of mentoring to develop the skills of student teachers because some mentors do not receive any training on how to carry out their professional duties. Schoeman and Mabunda (2012:244) reveal that teaching practice was an indication of beginner teachers' self-efficacy which was defined as the beginner teachers' belief in themselves in accomplishing tasks and duties successfully. Could the underlying assumption of ineffective mentoring of student teachers in their teaching practice component falsely influence their self-efficacy?

According to research conducted by Taylor (2016:11), concrete conclusions regarding initial teacher education could not be reached in South Africa as teaching practice varied from institution to institution. How then do we reach consensus on the ability levels of student teachers when they join the teaching profession? One would expect beginner teachers to be accepted in the teaching profession as 'learners', however this is not the case in our schools (Mohamed et al. 2017:152).

Gaikhurst et al. (2014:23) state that providing adequate support at school contributes to teachers remaining in the teaching profession. Support structures are further described as activities that the school decides to incorporate in the induction programme for the beginner teacher and could include different aspects allowing the beginner teacher to slowly adapt and settle into the teaching profession.

Moir as cited by Vikaraman et al. (2017:157) identifies the different stages that beginner teachers experience in their first year of teaching:

- Anticipation

In this phase, beginner teachers are excited to start their career in the teaching profession. They are also excited about their training prior to this job.

- Survival

This phase is characterised by the beginner teacher experiencing shock as they realise the expectations of the job and they experience challenges that were not present in their initial stages of training. They also realise that this is reality and they need to survive and move on.

- Disillusionment

This is known to be the most difficult phase that a beginner teacher can experience. Expectation from managers increases as well as the job responsibilities.

- Rejuvenation

After a short break due to end of term closure, beginner teachers can rest, place aspects in perspective, and grasp a better understanding of their job.

- Reflection

Here, the beginner teacher can review the past year that has been spent in the teaching profession, and plan for the next year using the knowledge and experiences that have been gained.

According to research done by Martin et al. (2012:55), three developmental stages of concerns can be identified for all beginner teachers. These stages are a representation of research that has been conducted with beginner teachers and highlight the challenges that are experienced by beginners in the teaching profession. The first stage is linked to concerns regarding the classroom – classroom discipline, developing good relations with the learners and the departmental heads. The second concern is related to the teaching activity itself – not having enough resources available to conduct the lesson, having large numbers of learners in the classroom and not having developed a good command of the different teaching strategies. The last stage is linked to the impact on the learner. Are lessons designed to impart beneficial information to the learner? Do the lessons consider learner needs?

Largely, these stages that beginner teachers experience represent the characteristics of a typical South African classroom, particularly Ilembe District. Ilembe District is largely characterised by rural to semi-rural over populated classrooms with a lack of physical and financial resources. How is a beginner teacher expected to survive in the teaching profession and develop into a good teacher without the support of a comprehensive induction programme?

The aim of induction programmes is to provide emotional support to beginner teachers as well as contribute to them establishing themselves as good teachers in the profession (Feiman-Nemser, 2003:1). A distinct correlation exists between teacher preparation programmes and curriculum knowledge as the essential foundation for good teaching (Fourie & Fourie 2015:53).

A review of literature reveals reasons for teacher attrition in the profession relating to factors such as retirement, better job opportunities or the inability to cope in the profession. According to Glover and Harris (2016:25), supporting beginner teachers can reduce the number of them who leave the profession year after year and this is important

in retaining quality teachers in our profession. Having an understanding of the problems that beginner teachers experience in their first few years in the teaching profession is vital for the improvement and designing of teacher support programmes (Veenman 1984:143).

2.5.3 Functionality of teaching practice in formal studies

It is relatively common for most teacher induction programmes to include teaching practice as an integral component of the induction as preparation for the actual job (Mohamed et al. 2017:152). It is further emphasised that the more practice teaching a beginner teacher is exposed to, the more competent they become.

In South Africa, practice teaching is a vital component of the teacher qualification that is obtained through formal teacher studies. Beginner teachers are placed in schools and expected to deliver lessons and engage themselves in the planning and preparation of the lessons that are required to be delivered in the classrooms. Beginner teacher involvement outside the classroom has also become as important as what they are required to deliver inside the classroom (Mohammed et al. 2017:152). According to job descriptions of level one teachers by the Department of Education, they are required to engage in teaching, extra and co-curricular duties, professional development (conferences, meetings and workshops) as well as numerous administrative duties.

According to the Personnel Administrative Measures (DoE:2016), document of the Department of Education, outside the classroom teachers' participation in professional development activities must improve teaching, learning and management activities in education. They are required to network with colleagues from other schools to share ideas and promote the establishment of professional bodies. Extra and co-curricular activities are also promoted with the collaboration of teachers in other schools. Committees and professional bodies can be formed to promote educational activities. Positive and healthy relationships need to be maintained with sporting, social and cultural bodies in the community. Interactions with community members as well as members of the governing body are important aspects of the job description of teachers. Teachers are expected to maintain contacts with the public on behalf of the principal.

Reeves and Robinson (2014:237) explain that formal teacher studies in South Africa consist of four elements: general education theory, pedagogical methods studies, disciplinary/subject matter studies and practice teaching. The theoretical aspect of the

formal study engages student teachers with the general theories in education, schooling and teacher development. The student teachers are also exposed to skills and techniques on how particular subjects should be taught to promote an understanding of the subject matter.

Norms and Standards for educators provide a policy framework for educational bodies and higher institutions to plan and develop curricular studies for prospective teachers. In 2011, the Minimum Requirements for Teacher Education Qualifications came into effect and this allowed educational institutions some flexibility in the allocation of credits in formal teacher studies.

Research indicates that teachers leave the teaching profession after teaching for only a short period of time due to many reasons, including an increased workload and inadequate support measures, (Gaikhorst, Beishuizen, Rosenboom & Volman 2014:23). Does the Department of Education review these reasons for attrition seriously enough and offer remedial action to beginner teachers? Entering the teaching profession is a major life transition (Dicke, Elling, Schmeck & Leutner 2015:2). The assumption in giving recognition to this major change in a beginner teacher's life is more understanding of the support measures that could provide guidance and reinforcement.

Parents form an integral component in the education process. Good relations with parents and guardians form an important aspect in the holistic development of learners in the education process. Teachers need to have good interpersonal skills and professionalism to communicate learner results and discuss the progress and conduct of their children.

Researchers Du Plessis and Sunde (2016:135) report that South Africa spent 19.4% of its total budget on education in 2013. Further reported is the fact that teacher employers are not happy with the classroom preparedness of beginner teachers on completion of their formal studies at tertiary institutions. If teacher graduates are not fully equipped to deal with real life experiences at school, should we then rely on teacher induction programmes at schools to improve their effectiveness in the classroom and contribute successfully to the process of teaching and learning?

It is therefore imperative that induction programmes inculcate the different aspects that are required by a beginner teacher to face reality. Although formal qualifications seem

to equip a beginner teacher with theoretical knowledge to complete the administrative responsibilities of completing lesson planning and management tasks, various other tasks are also performed in real life classrooms. Facing their own community, each classroom situation commands its own needs and requirements to be filled by each teacher. Induction programmes should therefore be comprehensive programmes designed to improve beginner teacher effectiveness in social, administrative, management and teaching skills and knowledge.

2.6 THE TEACHING REALITY FOR NOVICE TEACHERS

2.6.1 Problems encountered by beginner teachers

Research indicates that most beginner teachers experience similar problems when they join the teaching profession; however, the exact nature of these problems has been reported inconsistently (Lawry 2017:83). Previous literature studies have also asserted that teacher induction has focused on schools to determine whether beginner teachers experience problems and the type of problems experienced. The effectiveness of such a practice could not be confirmed with the existing research conducted.

Veenman (1984) reviewed studies from different countries that considered the problems that beginner teachers experience, and he identified the following as needs of beginner teachers: lack of resources, unclear goals, reality shock, classroom management issues and difficult work conditions. These problems were also highlighted by other literature sources that were reviewed.

A few problems experienced by beginner teachers, such as insufficient knowledge and skills, social isolation, classroom management issues, reality gap and a complex and heavy workload, were highlighted in chapter one. However, to gain an in-depth understanding of the challenges that beginner teachers experience, a literature search was conducted.

The table below will reflect some of the problems that beginner teachers experience (Steyn 2008:85).

Table 2.1 Problems experienced by beginner teachers

Problems	Brief description
<ul style="list-style-type: none"> Reality shock 	When teachers realised that they are not adequately prepared for the workplace.

<ul style="list-style-type: none"> • Lack of knowledge and skills 	When the novice teacher feels that a lot more is required of him/her to deliver effectively in the classroom than the skills and knowledge that they possess.
<ul style="list-style-type: none"> • What to expect 	Confusing or lack of instructions given to beginner teachers by the different stakeholders with whom they interact.
<ul style="list-style-type: none"> • Social isolation 	Teachers are often confined to classrooms and do not interact often with adults for the better part of the school day.
<ul style="list-style-type: none"> • Classroom management 	Classroom management and learner diversity can be a serious problem for the beginner teacher.
<ul style="list-style-type: none"> • Responsibilities 	Beginner teachers often have to manage their teaching allocation as well as extracurricular matters, all in a day's work.

- Reality shock

Reality shock is the gap between what students have learnt during their formal studies and the everyday real-life situation that faces them in the everyday classroom (Botha & Rens 2018:1).

According to Veenman (1984:143), the transformation from a student teacher to being a teacher in the classroom could be traumatic hence it is referred to as a “reality shock”. Veenman elaborates on this concept as a shock that affects the beginner teacher every day and continuously for the first few years that they serve in the teaching profession. It is unlike the shock that one would normally experience, that would last for a short while only. Blömeke et al. (2015:288) concur with Veenman and Steyn (2004:85) and state that beginner teachers experience this “shock” during their first few years of the teaching profession.

- Lack of knowledge and skills

Blömeke et al. (2015:288) state that when beginner teachers could not utilise the knowledge that they gained during their student teacher training years, their perception of themselves as being competent and professional teachers dwindled.

Beginner teachers need skills to prepare lessons, to administer assessments in the classroom and to have a good general knowledge of the different types of teaching methods. Steyn and Schulze (2004:239) point out that beginner teachers also struggle with management of time and classroom administration.

If beginner teachers do not receive adequate support, they tend to adhere to the first strategies that work and implement the same strategy throughout their teaching career (Brock & Grady 1996:3).

- What to expect

When the beginner teacher receives unclear expectations from the different stakeholders at school (principal, teachers, members of the governing body, parents and learners), confusion and a sense of being overwhelmed sets in. The beginner teacher is not sure about what task to pursue and how to go about achieving this task effectively as clear direction is not given and thus they experience a loss in their sense of self-efficacy.

Whitaker (2001:3) defines self-efficacy as a belief that teaching can influence the way learners learn and that they themselves are effective teachers. Further emphasis is placed on the fact that self-efficacy is closely related to student achievement and when a beginner teacher experiences a loss of self-efficacy it impacts on the quality of learners' results.

- Social isolation

Research conducted by Whitaker (2001:3) reveals that beginner teachers were not comfortable enough to approach a more experienced teacher at school for help. Studies report that this is usually related to fear of the beginner teacher looking incompetent (Mercieca & Kelly 2017:4). The beginner teacher is not supported adequately in this instance and experiences a sense of emotional, social and professional isolation.

Steyn and Schulze (2005:239) explain that teachers also spend a large part of the day in their classrooms with learners away from adults, and this causes social isolation. They lack having mature conversations with adults.

Steyn (2004:86) advises that staff relationships already exist and, when beginner teachers join the staff, they change the staff structure, and this may cause a certain amount of negativity. Beginner teachers may also become victims of existing problems among staff. He further advises that staff could perceive the beginner teacher with professional jealousy depending on the beginner teacher's strengths and this could cause conflict on the staff.

- Classroom management

According to Akdag and Haser (2016:701), classroom management is what teachers do to create an environment that promotes teaching and learning as well as socialisation. They further state that beginner teachers often struggle with classroom management because what they are exposed to in their teacher training practice teaching differs from the classroom situation in real life.

There are many aspects to manage in a classroom – curriculum related issues, administrative responsibilities, learner discipline, parent issues and school related issues. This can be a bit too much for the beginner teacher who just entered a profession. Veenman (1984:145) classified classroom management as being a very serious issue for the beginner teacher if it is not managed effectively. If the concerns and problems of beginner teachers are not resolved, and if they are not supported in their practices, then their confidence levels in teaching could be affected (Akdag & Haser 2016:702).

Blömeke et al. (2015:288) state that the role played by the principal in leading and guiding the beginner teacher in developing is of paramount importance. From literature sources, we understand that the responsibility of developing and guiding a beginner teacher rests on the recognition that the principal of a school awards to an induction programme.

- Responsibilities

Whitaker (2001:3) states that beginner teacher are often given more responsibilities and very often the least desirable duties. Beginner teachers often struggle with the workload and the responsibilities. They feel overwhelmed and distraught as they are unable to cope with difficult learners and the task.

2.6.2 The demand of teacher roles on beginner teachers

By being aware of the challenges and needs experienced by beginner teachers, one will be aware of how to address such needs and provide support and guidance to beginner teachers (Steyn 2004:81).

A review across literature sources revealed a few aspects that link directly to the problems that beginner teachers face in their initial years of teaching:

- Difficulty in the application of theory acquired in formal studies to practical everyday situations at school. When beginner teachers are faced with unfamiliar learners, unfamiliar situations and unfamiliar procedures, they begin to feel uneasy. This results in information overload.
- Unpreparedness in dealing with challenges and demands of teaching. Challenges experienced in the classroom are unique and beginner teachers often need to act quickly.
- Hesitation in requesting guidance or even inquiring about aspects. Beginner teachers feel that they would appear less competent if they ask questions.
- Difficulty of the job and a lack in resources provided. Beginner teachers are often given the least desirable learning areas to teach and are given duties that the other teachers do not want to accept.
- Unrealistic expectations. A student teacher has a different perspective of the teaching profession from that of a beginner teacher in the classroom.

According to Darling-Hammond (2017:291), education systems, globally, have well-developed systems for recruiting, preparing, inducting and supporting teachers. It is further stated that it is worthwhile learning from these countries for two reasons: One can holistically gauge what is possible and, secondly, compare and learn from the practical ideas that are carried out in other education systems.

Influences of the school context, leadership role and school culture and teacher isolation are factors that contribute to the problems experienced by beginner teachers (Gaikhorst et al. 2014:24; Flores 2006:220 & Blömeke et al. 2015:288).

South African schools are diverse in age, language and cultural beliefs and the department is specific about the collective role that is to be performed by teachers. Teachers are to comply with the following collective role:

The teacher as a learning mediator; the teacher as interpreter and designer of learning programmes and materials; the teacher as leader, administrator and manager; the teacher as scholar, researcher and lifelong learner; the teacher in community, citizenship and pastoral role; the teacher as assessor and the teacher as learning area/phase specialist.

Most of these roles require years of experience and guidance from experienced teachers to execute them successfully. It is difficult for a beginner teacher to enter a classroom and effectively deliver the collective roles comfortably. As a learning mediator, a beginner teacher is expected to mediate learning in a way that takes learner needs and challenges into account. This often involves adjusting and adapting teaching resources in a way to create an effective learning environment. The role of interpreter and designer of learning programmes expects a beginner teacher to interpret and design learning programmes as soon as they enter the classroom situation and prepare suitable learning resources for the learners. As a leader, administrator and manager, a beginner teacher is required to manage the classroom democratically and carry out administrative duties efficiently. The collective role of being a scholar, researcher and lifelong learner encourages the beginner teacher to constantly update themselves and develop themselves professionally in their learning area. Assessing what a learner understands is an important component of teaching and learning. Beginner teachers need to acquaint themselves with the different methods and purposes of administering assessments and providing timeous feedback to learners. A beginner teacher needs to be knowledgeable in their discipline or learning area. Having a solid understanding of learning areas and phases of study can contribute to a beginner teacher promoting effective teaching and learning. The final collective role promotes teachers showing respect and responsibility towards all stakeholders. Beginner teachers should provide a supportive environment

for the learners and parents and in doing so develop an understanding of the community and the learners' needs.

Dicke et al. (2014:62) state that when a beginner teacher enters teaching, it can be described as a major life transition. This phase is further described as the beginner teacher's first year after completing their university education, and confronting classroom realities for the first time. Reference is made to a decrease in beginner teachers' self-efficacy due to the struggles they experience. Beginner teachers are unable to draw on their knowledge from university and apply it to the classroom. They feel overwhelmed and unable to cope.

Many studies on beginner teachers have been completed over the years with the intent of implementing changes to improve teaching and learning in our classrooms. Research indicates that beginner teachers experience many challenges and problems during their first few years in the teaching profession; however, to date schools in the Ilembe District are left to their own devices to implement successful induction programmes for beginner teachers with no follow up procedures from the Department of Education.

Dicke et al. (2014:62) further state that the professional experiences of beginner teachers during the transition period are extremely important in determining beginner teacher needs. Resources can then be identified for the beginner teacher to efficiently manage needs and challenges.

A review of literature also indicates that classroom management and discipline are often very serious issues for beginner teachers. Beginner teachers often struggle with curriculum planning and the involvement of learners with a wide range of abilities in the lesson (Steyn & Schulze 2005:238).

2.7 THE FOCUS OF AN INDUCTION PROGRAMME

After the initial excitement of joining a new profession, the beginner teacher needs to rely on strategies that ensure requirements and demands are met effectively and that learners are achieving goals and objectives. Many beginner teachers are often left to their own devices to survive in the teaching profession due to ineffective induction programmes and, instead, must develop their skills through trial and error (Steyn 2004:82). Studies stress the importance of providing support and guidance to beginner

teachers early in their careers so that they can develop into effective teachers (Schuck, Aubusson, Buchanan, Varadharajan & Burke 2017:209).

An induction programme should not focus only on learner achievement in the classroom but should skill the beginner teacher towards developing the learner holistically (Fourie & Fourie 2015:55).

Growth and support of beginner teachers differ from school to school and are dependent on each school context (Blömeke et al. 2017:288). Determining beginner teachers' needs and requirements should therefore be addressed in suitably designed induction programmes with the aim of contributing to effective teacher development that focuses on assisting a novice teacher to acclimatise to a specific school culture.

According to Steyn and Van Niekerk (2007:2009), staff induction programmes usually include the following:

- Matters relating to the school

This is related to how the school fits into the education system. School policies, physical and financial resources of the school, mission statement of the school, vision statement of the school and the administrative support offered by the school. Stakeholders and the parent component also play a key role in matters concerning the school.

- Staff related matters

For the beginner teacher to develop sound interpersonal relationships, a clear understanding of the school's structure and job requirements must be understood. There are different policies, guidelines, labour relations and time management skills which beginner teachers need to familiarise themselves with in order to work more efficiently.

- Teaching

All matters relating to the curriculum and teaching policies need to be understood and practised. The beginner teachers should familiarise themselves with the various teaching skills and techniques.

- Learner related matters

Learners' needs and requirements need to be understood by the beginner teacher to provide meaningful lessons and to cultivate a relationship of trust. Learners in our classrooms have behavioural problems, learning difficulties or physical

challenges and this can present difficulties to the new teacher to handle. Relationships of trust need to be established between the teacher and the learners and this is not always an easy task.

- Educator-parent relationships

Parents and guardians are an important component in the education process. Beginner teachers often experience difficulties in communicating with parents. It is important for beginner teachers to be made aware of the communication channels that can be used in addressing parents.

- Administration

There are many administrative duties that teachers perform daily. The administrative requirements that are expected from teachers include marking of attendance registers, stock control, testing, duplication of circulars, correspondence with other schools and institutions learner information and much more.

- Physical and financial resources

Beginner teachers need to be made aware of the schools' assets – buildings, grounds, equipment and other assets. Maintenance of these assets is also important. The finance policy is an important aspect in the collection of school fees and fund raising.

Heyns (2000:161) lists the following objectives for staff induction programmes:

- Orientation

This aspect introduces beginner teachers to the school and the community as well as the teaching profession.

- Psychological support

This type of support ensures that personal and professional needs of beginner teachers are considered in their development.

- Teaching skills

It is essential for the beginner teacher to acquire the necessary knowledge and skills that are required for daily teaching and learning in the classroom.

- Developing a philosophy of education

Encourage beginner teachers to develop a positive attitude towards continuous professional development. Beginner teachers should also possess the skills to reflect on practice.

- Fear and insecurity

Beginner teachers often feel uncertain regarding their job requirements and they begin to stress. It is important to try and reduce these feelings of anxiety and the effects of reality shock.

- Staff turnover

Often beginner teachers develop a bad attitude towards the teaching profession especially when they feel like they cannot cope anymore. They may leave the system. Reducing the number of beginner teachers who leave the teaching profession will decrease attrition rates.

- Realistic educator expectations

Beginner teachers often have unrealistic expectations regarding the teaching profession. Encourage beginner teachers to have real perceptions and expectations of the teaching profession.

- Job satisfaction and positive attitude towards the school

It is important to create an environment that is positive, healthy and contributes to job satisfaction. Teachers need to feel motivated and satisfied in their job.

Steyn (2004:84) contends that the needs of the school together with the needs and concerns of beginner teachers should form the foundation of induction programmes. Many common factors determine the success of an induction programme (Wong 2004:48): proceed with the induction process a few days before school starts; promote continuous professional development through systematic training over a few years; facilitate the networking of beginner teachers; encourage a presence of administrative support; incorporate a mentoring aspect to the induction process; create an avenue for the observation of effective teaching during mentoring and practical training; and create time and opportunity for beginner teachers to observe other experienced teachers in practice.

2.8 THE ROLE OF THE PRINCIPAL REGARDING THE INDUCTION OF BEGINNER TEACHERS

2.8.1 Principal responsibilities with beginner teacher induction

The Department of Education states that the principal of a school is responsible for the induction of beginner teachers (Lotter et al. 2010). Brock and Grady (1996:2) state that not much attention has been given to the role that the principal plays in the induction process. Furthermore, research provides minimal information to principals to use in meeting the needs of beginner teachers.

Heyns (2000:162) contends that principals have the responsibility to implement successful induction programmes. He states that it is a natural process for beginner teachers to look to the leader of the school for support and encouragement in their new job. It is therefore the task of the principal to create an environment that is nurturing, positive and supportive to the beginner teacher. It is important for beginner teachers to feel motivated and guided through the initial stages in the teaching profession.

Heyns (2000:163) further states that the principal needs to allocate responsibilities of implementing the induction programme carefully to suitably assigned members of the staff. Special skills often need to be exercised when dealing with beginner teachers. Staff members who play a role in the induction programme must be suitably trained to deliver their task effectively.

The school principal is also responsible for training mentors to effectively contribute to the induction of beginner teachers as well as developing a culture at school that promotes the nature of the relationship between the mentor and beginner teacher (Callahan 2016:8). The stronger the mentor, the greater the impact on induction and development of beginner teachers at schools. Research also indicates that a relationship that is based on trust and a strong relationship between the mentor and mentee are likely to influence the success of the induction (Callahan 2016:8).

The principal of a school is further granted authority to attach a senior member of staff to the programme of inducting beginner teachers (Goolam, Lotter, Naicker & Waddy 2010:28). The role of the principal in the induction process is therefore of paramount importance.

The principal is responsible for the quality and comprehensiveness of the induction of beginner teachers, as the Department does not monitor the extent or effectiveness of the induction programme. Research by Vikaraman (2017) et al. concurs that, if principals support the development of beginner teachers and play an active role in induction

programmes, it is most likely to induce a change in the beginner teachers' practices and in their progress, establishing themselves as expert teachers in the long term.

2.8.2 Principal actions with beginner teacher induction

School principals are also lifelong learners and literature reveals that if principals are empowered enough to mentor their own teachers at school, it will have far reaching consequences that include growth in teacher development and morale and, most importantly, learner success (Msila 2012:47). Although the Department of Education does not follow through with further appraisal measures to determine whether beginner teachers have been offered adequate development opportunities, the principal must assign senior teachers to mentor beginner teachers and must follow through to check if the beginner teachers are effective in the classroom (Wong 2004:45).

Principals need to firstly acknowledge that beginner teachers are in a state of transition and that such change can be overwhelming. Msila (2012:49) states that, if teachers are overwhelmed by changes, they might not be able to be successful in their jobs. To provide adequate support to these beginner teachers to develop themselves into good teachers and remain in the teaching profession, principals need to understand the challenges and requirements of beginner teachers.

The induction organiser who could be any senior member of staff – departmental head, deputy principal or a senior or master teacher, as recommended by department structures - should facilitate two meetings for beginner teachers (Goolam, Lotter, Naicker & Waddy 2010:28).

- A meeting where beginner teachers are introduced to older staff members.

Literature recommends that beginner teachers should be asked to attend school a few days before school opens so that they can be introduced to staff members and, more importantly, their mentors. It is also a good time for the principal to present the history of the school, dress code, school assets, teaching allocations, timetable, responsibilities, parent communication, policies and the different components of the school that are important in the school's everyday functionality.

- A meeting to introduce beginner teachers to the school governing body.

Members of the governing body play an important role in support and governance of the school. Suitable communication protocols should be brought to the attention of beginner teachers.

Coolidge as cited in Steyn and Van Niekerk (2004:212) states that principals can build confidence in beginner teachers and can also create a climate of trust by making them aware of certain stumbling blocks.

Steyn and Van Niekerk (2004) further recommend that principals assist beginner teachers in the following ways:

- Building confidence

Principals should visit the classrooms of the beginner teachers and get involved in their lessons. Beginner teachers should be assisted with their duties and praised for their efforts.

- Release time

Beginner teachers should be provided with time to observe senior teachers. Beginner teachers can be exposed to the different teaching styles in this way and use the opportunity to share planning ideas for future lessons. It is further recommended that beginner teachers spend individual time with experienced teachers or mentors as this informal meeting can facilitate problem solving areas.

- Support system

It is necessary to provide a support system for beginner teachers. They often do not realise the legal implications that are present in the teaching profession and require the expertise and guidance of experienced teachers. Regular formal meetings can assist the beginner teacher in planning as well as informal meetings whereby the novice can rehearse a future lesson.

- Responsibilities

Principals should exercise reasonableness when assigning duties and responsibilities to beginner teachers. They often have as little as 12 weeks of teaching practice and feel overwhelmed with the demands and challenges that face them.

- Workload of beginner teachers

Principals should not allocate an unreasonable workload to beginner teachers. They are often faced with extra and co-curricular activities as well as a teaching allocation and they have little or no experience with time management.

- Clear expectations

Principals should have clear expectations. Beginner teachers should be aware of exactly what roles and responsibilities they have been allocated and how to deal with them adequately.

One also needs to consider the role of retired teachers in the mentoring process of beginner teachers. Callahan (2016:8) promotes the idea of retired teachers being able to contribute to the development of beginner teachers by being assigned by principals to assist with induction activities as they have time and are flexible enough to involve themselves in the process, impacting on the holistic development of the teaching profession as well.

2.9 PROBLEMS ASSOCIATED WITH INEFFECTIVE INDUCTION PROGRAMMES

Induction of beginner teachers is an issue that is often sidelined and often results in a shortfall of planned formal induction programme (Van Velzen, Van der Klink, Swennen & Yaffe 2010:62). Further emphasised is that the induction of beginner teachers is often disorganised, unstructured and dependant on the time, efforts and goodwill of the other experienced teachers at school. This lack of support and structure can cause harm not only to the beginner teacher but to the teaching profession holistically (Van Velzen et al. 2010:62).

According to Locasio et al. (2016:104), there is a continuous cycle of teachers entering the profession and a steady number of teachers leaving the system before they gain the expertise to establish themselves as good teachers. This cyclical movement provides an unstable and unproductive environment for the teaching and learning process at schools. The situation worsens for schools in low socio-economic areas, which tend to be staffed with relatively new teachers and teachers who are generally not experienced enough. The responsibility of developing suitable induction programmes rest firmly with schools that are composed of such a staff component.

Schools in the Ilembe District are generally schools with a low socio-economic status having little support from existing department structures in establishing suitable induction programmes and the further implementation of these programmes. Induction programmes prove to be ineffective when they do not take the needs of beginner teachers into account and they do not have the required resources to create a programme that serves its purpose (Feiman-Nemser 2003:1). It is further stated that these induction programmes focus on short-term goals, specifically on the beginner

teacher's first year at school. Without prescribed structures in place, questions can be asked as to what criteria schools in Ilembe are implementing in determining the needs of beginner teachers and to what extent do schools perceive accurate needs and requirements of beginner teachers in Ilembe. Questions can also be asked as to how the duration of such a programme is determined.

Studies reveal that, if teachers do not receive the necessary support to develop, they become frustrated individuals and school becomes 'simply too much' (Petersen 2017:1). According to Locasio (2016:103), intensive induction programmes have been used to support beginner teachers and the results have proven successful not only in the development of the beginner teacher but they have also contributed significantly to teacher retention.

2.10 ADULT LEARNING IN RELATION TO AN INDUCTION PROGRAMME FOR NOVICE TEACHERS

Andragogy relates to the method and practice of teaching adults. All programmes and support measures that are developed for beginner teachers should consider the fact that they are adults and they should adopt principles for adult training to realise a successful and effective induction programme.

It is of paramount importance that principals have a clear understanding of the most effective ways to promote adult learning theories, knowing full well that beginner teachers are usually young adults and have the same rights as seasoned teachers and should not be discriminated against (Vikaraman 2017).

Knowles cited in Vikaraman (2017) states that when handling adults, trainers need to be proficient in the following skills: create a learning friendly environment; planning responsibility should be shared; learners should feel motivated to learn; and the entire learning experience should incorporate learners' experiences and learner needs.

From Vikaraman's research, one may conclude that andragogy encourages beginner teachers and mentors to set their own pace, time and methods of imparting and receiving mentoring services. This research further states that programmes and other methods that are used to support beginner teachers should adopt the theory of adult learning for the effective transfer of knowledge and contribution of their learning. When principals are implementing beginner teacher induction programmes, they need to take into

consideration such adult learning theories to promote the development of these novice teachers.

2.11 STEPS IN DEVELOPING AN INDUCTION PROGRAMME FOR TEACHERS

Literature recommends that developing an induction programme for teachers contain the following steps (Steyn & Schulze 2005:241; Vikaraman 2017 & Steyn 2004:88):

2.11.1 Initial orientation of beginner teacher

Beginner teachers should report to school two days before school re-opens so that the principal can hold a briefing session, discussing the school's vision and mission statement, values, culture and other pertinent aspects (Heyns 2000:163; Steyn & Van Niekerk 2007:210).

2.11.2 Day one at school

Beginner teachers experience the real school situation for the first time. They interact with timetables and the functioning of a school day. At the end of the day, teachers can discuss any problems or concerns they might have experienced (Heyns 2000:163).

2.11.3 Week one at school

The beginner teacher gains much exposure to the administrative aspects of the school – marking of registers, timetables and assemblies (Heyns 2000:163; Whitaker 2001:3).

2.11.4 Term one at school

Heyns (2000:163) regards this as the beginning of long-term induction for beginner teachers. Many issues are unpacked in term one – classroom management, observation of teachers, policies and activities at the school (Steyn & Van Niekerk 2007:210; Heyns 2000:163; Whitaker 2001:2).

2.11.5 Ongoing development

Induction programmes differ from programmes that support teachers only in their first week in the teaching profession, as they provide continuous support (Steyn & Van Niekerk 2007:211). Research identifies strategies that may be effective in providing continuous support to the beginner teacher (Steyn & Schulze 2005:241 & Vikaraman 2017).

- Cyclic meetings with the principal

Recognition from the principal on the acceptance of the standard of teaching offered by the beginner teacher is of paramount importance to them. It is vital that the beginner teacher understands exactly what duties the principal expects from them.

- Mentor guidance and support

Mentors can guide the beginner teacher in understanding exactly what is expected in the classroom. Mentors should listen to beginner teachers' ideas and concerns and decide together on how to approach matters that are best for the development of the novice.

- Information sharing meetings

Information that was initially offered to the beginner teacher needs to be repeated and explained in more detail.

- Training

Training involving aspects of teaching techniques, management and dealing with parents are important issues that can help the beginner teacher develop.

- Observations

Beginner teachers should be granted enough time to observe and network with their peers as this could assist in the beginner teacher acquiring knowledge and skills.

- Social functions

Developing relationships with staff members during social functions can decrease the isolation that beginner teachers feel.

2.12 INDUCTION OF BEGINNER TEACHERS: AN INTERNATIONAL PERSPECTIVE

According to Du Plessis, Gillies and Carroll (2014:90), teachers are the key to the successful development of a nation and the most important resource at a school. Debates on how to improve teacher quality in many different countries has been establishing standards for what teacher should learn and be able to do (Darling Hammond 2017:291). International and national research on teachers' perceptions on beginner teacher induction needs continuous investigation (Williams & Gillham 2016:219). Globally, many countries have implemented their own induction programmes at their schools as a supportive measure to beginner teachers (Feiman-Nemser 2003; Darling-Hammond 2017; Britton, Ganser and Wong 2005). Some of these initiatives are discussed next.

- **The USA**

In the United States of America, induction programmes are clearly defined and specific. For many states, mentoring is the dominant or only strategy that is employed to develop a beginner teacher. Three patterns of mentoring, understood as induction, are identified in the USA, namely mentoring as support, mentoring as supervision and mentoring as a staff development aspect (Lawry 2017: 82). Mentoring as the induction of novice teachers relies completely on the willingness of the mentor to assist the beginner teacher and the beginner teacher to approach the mentor teacher and make amends. Every mentor has unique personal and professional experiences, and this affects the mentor-mentee relationship, each in its own unique way (Lawry 2017:82). The mentor and the beginner teacher determine the time allocated to specific topics in the curriculum. These programmes are unplanned with little or no follow up.

Other states in the USA implement induction programmes that are planned, structured and strictly aligned with professional development measures. These induction programmes encourage beginner teachers to observe other teachers in practice, to be observed and to form networks with teachers from other schools. The district staff developer and principal are the driving forces behind teacher motivation and encourage networking and collaborating ideas (Lawry 2017:83).

- **Switzerland**

In the Swiss system, teachers are considered lifelong learners. The induction programme that they implement focuses on the development of the individual as well as on their career.

Induction programmes include (Britton, Ganzer and Wong 2005:380):

- Establishing practice groups which facilitate networks with teachers from other schools. These groups meet on a planned basis to discuss practical problem-solving approaches.
- Standortbestimmung

A self-evaluation measure that is implemented in the first year a beginner teacher enters the teaching profession. This measure reflects the Swiss concern for the growth and contribution to developing the individual on a personal and professional level.

- Counselling

This aspect often grows out of the practice group sessions. The Swiss system of education also encourages mentoring on a one to one basis.

- Courses

This aspect of the Swiss induction programme is created in response to a short-term needs. The team comprises of professionals who will conduct and guide the rest of the members for the duration of a specific course.

- **China (Shanghai)**

The teaching culture in Shanghai focuses on teamwork and supporting each other in tasks, such as lesson planning, designing work for the learners as well as focusing on the personal growth and development of the teacher. The induction programme is centred on the easy absorption of teachers into this process.

The induction programme involves the following components (Britton, Ganser and Wong 2005:380):

- Welcoming ceremonies
- District level workshops and meetings
- District supported competitions
- Mentoring support
- An established hotline that ensures teaching specialists are available to assist beginner teachers who need support
- Awards that are created for outstanding beginner teacher and mentor work
- Peer observations at school
- Spending a few hours at a teacher training college or institution
- “Open” or public lessons that are created for beginner teachers with discussion of the lesson afterwards
- Reports on beginner teachers, which involve comments and constructive criticism that can be considered for growth and development
- Handbooks or guides that are developed by the district designed specially to support beginner teachers and mentors
- Celebrations that end each academic year

It is compulsory for every teacher (beginner or experienced) to observe lessons and engage in discussions on lesson planning to contribute effectively to the development of the learners in the classroom (Britton, Ganser and Wong 2005:381).

- **New Zealand**

The induction programme in New Zealand is referred to as the Advice and Guidance Programme (AG). This programme is the beginning phase that every teacher will pass through. The teaching day is shortened by 20% to create time for the beginner teachers to participate in the support activities that have been designed for them (Britton, Ganser and Wong 2005:381).

Meetings are arranged with teachers from other regions on a planned basis. These meetings promote a collaboration of teaching ideas and experiences. The education system in New Zealand promotes universal commitment to supporting beginner teachers who enter the profession. The implementation of the induction programme is assigned to a few individuals who are trained and have the necessary expertise to offer direction to beginner teachers (Britton, Ganser and Wong 2005:381). Mentor teachers are also assigned to beginner teachers at schools.

- **Japan**

The teaching profession in Japan is highly respected and awarded with a high status. The Japanese education system revolves around a “guiding teacher”. The beginner teacher is given a reduced teaching load and is attached to a guiding teacher (Britton, Ganser and Wong 2005:381).

It is compulsory for all beginner teachers to perform a lesson in public in their first year of teaching. This lesson is prepared with the assistance of the guiding teacher, teachers from other schools who are experts in the specific area and guides from universities or other learning institutions. The principal of a school, the deputy principal, the guiding teacher and other teachers then view this lesson. This traditional Japanese method is used as a technique to improve teaching (Britton, Ganser and Wong 2005:381). The essence of such a method is that the teacher is not criticised, but the lesson is and constructive feedback is given to the beginner teacher to improve the lesson.

The Japanese education system welcomes beginner teachers to observe their peers, guiding teachers or teachers from other schools in such an open practice. All teachers

have been involved in such a process and they believe that such a universal method of teacher induction promotes efficiency in teaching, as no special arrangements need to be made with a specific person or school (Britton, Ganser and Wong 2005:382).

Not all teachers or members of management are also assigned an individual space but share a common space for the purposes of assisting each other in the process of teaching and learning and to share resources and equipment.

The induction forms part of the first phase of professional teacher learning as all Japanese teachers must also participate in in-service programmes five, ten and fifteen years after their initial induction programme (Britton, Ganser and Wong 2005:382).

- **France**

To practise as a successful teacher in France one needs to pass a recruitment examination, which consists of oral and written components (Britton, Ganser and Wong 2005:382).

A new teacher is referred to as a stagiaire which refers to an individual who is presently undergoing a stage of development or formation. A pedagogical advisor or an inspector is provided for all new stagiaires.

All new teachers are required to attend sessions at an institution specifically designed to handle teacher education and development, Institut Universitaire de Formation des Maitres, referred to as an IUFM. The purpose of the IUFM is twofold, namely, firstly, to increase the professionalism of teachers and, secondly, to contribute to the intellectual status of teacher education (Britton, Ganser and Wong 2005:382).

A compulsory component of the induction programme in France is that every beginner teacher is expected to compile a personal memoir that contains a discussion of academic issues or teaching practices. This aspect can be completed individually or stagiaires grouped together. As a beginner teacher in France, one is expected to initially move to several institutions. Several reasons relating to growth and development of the novice can be attached to this lateral movement. Stagiares meet different people with varying levels of expertise, pedagogical advisors or inspectors and different staff components (Britton, Ganser and Wong 2005:383).

The common thread to teacher development in France is the promotion of shared experiences, shared resources, shared languages, shared tools and shared teaching experiences.

All the countries discussed above, except for the United States of America, reflect a common aspect of induction for beginner teachers and that is that induction programmes can be considered as a total lifelong process. They should be regarded as a phase of a lifelong process. Other similarities that can be noted are that they are all well-structured programmes which are monitored to a large extent. They also focus on professional development and promote networking with teachers from the same school as well as from other schools and institutions.

2.13 INDUCTION OF BEGINNER TEACHERS IN THE SOUTH AFRICAN CONTEXT

In the South African curriculum, one can associate this with the role that every teacher is expected to fulfil – the role of a lifelong learner. This expectation of the Department of Education is imposed on beginner teachers as well as experienced teachers in the profession.

With schools in South Africa left to their own devices to implement teacher induction programmes, the process lacks planning, monitoring and follow up measures by the Department of Education. Networking and collaboration of ideas is heavily dependent on the individuals at school who have been tasked with beginner teacher development (Goolam, Lotter, Naicker & Waddy 2010). Teacher development is largely dependent on professional development measures implemented in the education system.

Professional development in the South African curriculum consists mainly of the Integrated Quality Management System (IQMS) and recently the process of Continuing Professional Teacher Development (CPTD). Both these systems contribute to the professional development of teachers. Induction programmes also guide beginner teachers in their professional development (Harrison et al. 2006:1057). One would assume that it is only fitting for induction programmes to provide some insight to both IQMS and CPTD. According to the Department of Education, the purpose of both the systems can be tabulated as follows:

Table 2.2 Listing the purpose of IQMS and CPTD according to the Department of Education

Purpose of the CPTD system	Purpose of the IQMS system
<ul style="list-style-type: none"> • Ensure that all professional development activities/programmes contribute more effectively and directly to the improvement of teaching and learning. 	<ul style="list-style-type: none"> • To evaluate a teacher's performance.
<ul style="list-style-type: none"> • Emphasise and reinforce the professional status of teaching. 	<ul style="list-style-type: none"> • To identify specific needs of teachers and the school for development and support.
<ul style="list-style-type: none"> • To provide clear guidance to teachers about which activities will contribute to professional development growth. 	<ul style="list-style-type: none"> • To provide support to continually grow.
<ul style="list-style-type: none"> • Protect the teachers from false providers. 	<ul style="list-style-type: none"> • To observe a school's holistic effectiveness.
<ul style="list-style-type: none"> • Expand the range of activities that can contribute to professional development of teachers in the profession. 	

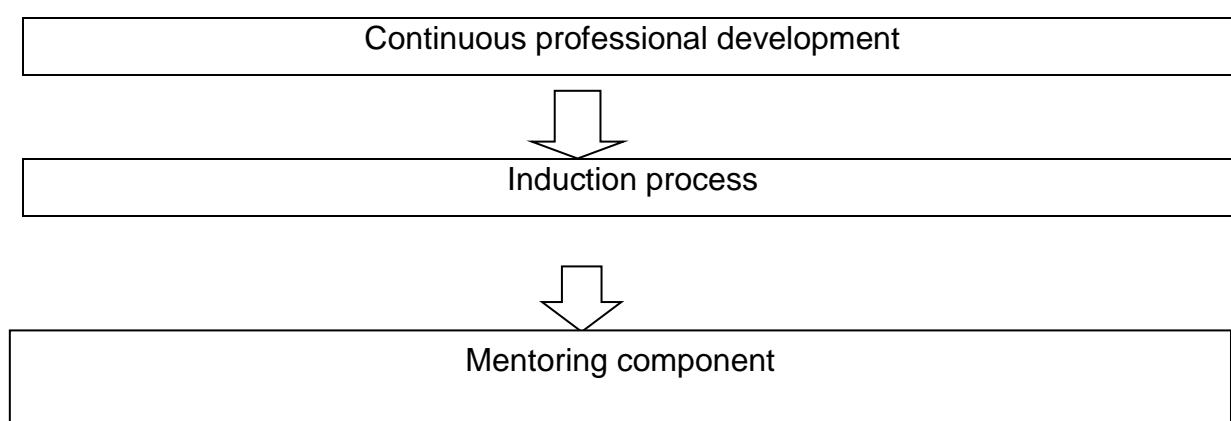
2.14 ELEMENTS OF INDUCTION

An effective induction programme consists of different professional development activities, support personnel, networking groups and structured administrative support (Lozinak 2016:13). Limited research reveals that the induction of beginner teachers is usually a neglected aspect, that often results in the lack of a formal induction programme, and that the induction of the novice teacher is very often unplanned and haphazard and is often a goodwill gesture of a more experienced teacher in the profession (Vezlen et al. 2010:3). The following four elements of induction will be discussed in further detail, namely mentoring, professional development as this development relates to induction endeavours, observation and peer support.

2.14.1 Mentoring

Mentoring is only a component of teacher induction programmes for novice teachers (Lozinak 2016:13). Induction programmes are a part of professional development (see figure 1) and learning to teach is a gradual developmental process that takes many years and which relies on sound mentoring (Wong 2004:48). Mentors need to receive specific training and skills to mentor effectively as induction programmes are unique and specific to each context.

Figure 1: Illustration of the induction process in context of professional development according to Wong (2004:44)



Literature confirms different meanings of the concept 'mentoring'. It refers to the personal supervision that is delivered to a beginner teacher by a seasoned teacher (Smith & Ingersoll, 2004:683). In effect, it means a single teacher who has been assigned to help a beginner teacher with developing himself or herself professionally.

According to Kemmis, Heikkinen, Fransson, Aspfors and Edward-Groves (2014:156), mentoring does not have a rigid and specific meaning as people attach different meanings to what 'mentoring' is and how it should be carried out. Furthermore, mentoring is streamlined according to the purpose it needs to fulfil. Mentoring represents social activity whereby established human activity involves mannerisms in which people relate to each other, understand each other and engage in performing actions all with a common focus (Kemmis et al. 2014).

Within the teaching context, Vonk (2010:31) describes a mentor as someone who takes responsibility for beginner teachers and guides them through the challenges of the teaching profession. Three aspects that are of vital importance for professional

development are assisting a beginner teacher to develop different teaching skills, understanding their learners' learning processes and grasping a perspective on themselves as teachers.

Research by Kemmis et al. (2014:158) has identified three types of mentoring: mentoring as supervision, mentoring as support and mentoring as collaborative self-development.

- Mentoring as supervision

This process prepares the beginner teacher for the profession such that all requirements are met.

- Mentoring as support

This aspect provides professional development for a beginner teacher who uses the guidance of a mentor.

- Mentoring as collaborative self-development

Beginner teachers form networks with other teachers and participate in their professional capacity with the aim of developing themselves.

Research indicates that comprehensive induction programmes which involve mentoring as an aspect promoting growth and development in beginner teachers is of paramount importance (Spooner-Lane 2016:2). Good quality mentoring programmes strengthen and contribute to the quality and professionalism of novice teachers, contribute to teachers enjoying the profession and reducing the number of teachers who leave the system. Kent as cited in Callahan (2016:8) adds that mentoring must be an integrated component of the induction process of beginner teachers so that teacher attrition can be prevented. Highly trained and qualified mentors are linked to an increase in learner performance and behaviour and impacts positively on teacher enthusiasm.

Lawry (2017:84) states that it is important for beginner teachers to derive full benefit from mentoring, as it influences other important aspects in the teaching profession – teacher retention, well-being and achievement. Mahboob (2014:2) states that good mentoring is essential to retain good beginner teachers, as their pre-service teaching programme is insufficient without the unfaltering support of mentors. The role of mentors has been highlighted by Mahboob (2014:2) as follows:

- Establishing and maintaining positive relationships

Mentors need to understand beginner teachers' needs and maintain open and honest communication with them. It is important to listen with understanding and not impose judgements. Confidentiality should be maintained strictly and intentions to assist the novice should be discussed.

- Providing support for growth and development
Teaching strategies and problem-solving scenarios need to be modelled to beginner teachers. Opportunities to self-reflect need to be encouraged and progress should be monitored in the growth process.
- Providing technical support
Important procedures and policies should be explained to beginner teachers. Sharing sessions to discuss strategies and techniques should be promoted. Beginner teachers should note important dates well in advance and plan accordingly.
- Emotional support measures
Mentors should provide reinforcements and compliment beginner teachers for their progress in developing and interacting positively with parents, administrators and colleagues.
- Seeking growth measures as a mentor
Mentors need to demonstrate initiative and leadership at school. Commitment to mentoring and school related activities need to be demonstrated. Participation in mentor learning communities should be active and regular.

The responsibilities of mentors listed by Steyn (2004:91) can be noted as practical everyday tasks that assist beginner teachers in their development. They can be identified as follows: to regularly discuss ideas and concerns of beginner teachers; to help the beginner teacher with information about the area, facilities as well as accommodation arrangements; to assist in the development of skills and knowledge; to provide support and guidance for the beginner teacher and to advise the beginner teacher on staff development programmes.

For those who are responsible for mentoring beginner teachers, Vonk (2010:32) recommends compliance to the following prerequisites:

- Knowledge base

Mentors need to understand the process of professional development - an understanding of the type of problems that beginner teachers experience, the causes of such problems and, most importantly, a perspective on the essentials of the teachers' learning process.

- Interpersonal skill base

Mentors must have a complete understanding of the range of interpersonal behaviours and their effects. An understanding of what type of behaviour is needed in specific situations is essential to the development process.

- Technical skills

Technical skills consist of counselling, observing, providing feedback, implementing instruction and evaluating. A mentor must be knowledgeable enough to implement the correct technical skill in each situation. Vonk (2010:33) further advises that an individual must be carefully selected to occupy a mentor's role, as not all individuals can meet these pre-requisites or develop the abilities to master these crucial aspects of the mentoring process.

Mentors concede that the mentoring process would be more successful if there was more time that could be spent with the beginner teacher on matters concerning administration, skills and meeting to discuss issues and concerns (Vikaraman et al. 2017). These researchers also state that, to date, mentors are not trained properly and do not receive adequate skills to train and develop beginner teachers. Mentors are just blamed for ineffective mentoring.

Mentors should also receive adequate training that equips them with the necessary knowledge and skills that develop them into effective individuals who are able to impact on beginner teachers entering the system in a similar manner that aligns with the expectations of educational institutions (Tshuma & Shumba 2014:374). Research supporting the training and support given to mentors in the primary schools of Ilembe District could not be found.

Fideler and Haselkorn as cited by Smith and Ingersoll (2004:683) state that teacher-mentoring programmes have become the most popular form of teacher induction over the past twenty years. However, according to Lawry (2017:85), systems and teaching practices are diverse across the teaching profession, and this makes it difficult to regard what good mentoring practices are and this is a challenge for researchers. Without the

concrete presentation of induction programmes involving mentors in Ilembe schools, conclusions regarding the effectiveness of beginner teacher development could not be drawn.

2.14.2 Professional development

South African Council for Educators (SACE) is a professional body established in terms of the SACE Act 31 of 2000 (as amended). SACE is mandated to:

- Register teachers
- Manage a system for the continuous professional development of teachers
- Ensure that all teachers abide by the code of professional ethics.

SACE has been acknowledged as a key role player in professionally developing teachers. Professionals like teachers require lifelong learning to improve their knowledge; improve their skills; keep up to date with new research and to learn from colleagues.

Professional development is based on individuals realising that they are incompetent or unable to perform according to their own acceptable standards (Steyn & Van Niekerk 2005:126). From this description, one can easily conclude that professional development is not an activity that one merely engages in to promote development successfully in a specific area but rather an intrinsic drive that needs to motivate individuals to strive in improving themselves.

An induction programme is the important link between student teachers' formal study and their professional development in the first few years of the profession as one learns through practice (Mangione et al. 2016:130).

Vonk (2010) looks at teacher induction as a movement from student teacher to a beginner teacher in the profession. He describes two phases in teacher professional development after the first training that beginner teachers receive. The first phase focuses on developing beginner teachers' competencies. The next phase describes a period where beginner teachers are growing into the profession and a platform must be built for the teachers' professional development activities. Teacher induction is therefore a component of continuous professional development.

According to Van Eekelen; Vermunt and Boshuizen (2006:409), professional development occurs mainly in the classroom and the school and to a small extent in the environment outside the school. In other words, professional development is a part of

teachers' everyday activities. Harrison, Dymoke and Pell (2006:1055) are also of the opinion that the learning process for teachers must revolve around teachers' practices and their experiences. One can assume that induction programmes in Ilembe need to be developed with specific reference to the school context and experiences of beginner teachers.

Globally, mentoring is starting to be considered as a solution to professional development (Msila 2012:48) and they further stated that mentoring is about professional development and professional development is about growing and developing. Koki as cited in Msila (2012:48) states that teacher-mentoring programmes are now considered as an effective staff development approach, particularly for beginner teachers entering the profession.

According to Van der Klink, Kools, Avissar, White and Sakata (2017:164) international comparison of professional development is lacking in existing literature. There are different arguments relating to national and international teacher standards and how these could be linked to professional development of teachers. The question is to what extent do induction programmes influence these teacher standards?

2.14.2.1 Integrated Quality Management System (IQMS)

According to the Department of Education, the philosophy driving the IQMS (DoE: 2016), is based on the following beliefs: to determine competence; to assess strengths and areas for development; to provide support and opportunities for development to assure continued growth; to promote accountability and to monitor an institution's overall effectiveness.

The main objective of IQMS for the Department of Education and for all teachers in the system is to constantly improve the quality of teaching and learning. Beginner teachers who are entering the system for the first time are expected to complete a baseline evaluation at the beginning of the year. A developmental support group (DSG) is formed. The primary task of the DSG is to provide mentoring and support to the teacher. The DSG assists the beginner teacher in completing their personal growth plan, which is implemented for the school year; they are evaluated for the second time (summative evaluation) towards year-end for performance measurement. This aspect of IQMS is tailored specifically for beginner teachers and assists them in growing and developing as teachers.

2.14.2.2 Continuing Professional Teacher Development (CPTD) management system

The CPTD management system, (DoE:2016), helps teachers structure and align their professional development to obtain the most benefit and recognition they can and to ensure that outside providers offer qualitative and meaningful service to teachers. The CPTD system is part of the Integrated Strategic Planning Framework for Teacher Education and Development and is a new way of organising and recognising teachers' professional development. All teachers are required to uphold the SACE code of conduct, and therefore are obliged to participate in professional development.

The CPTD management system is a system that will recognise all useful teacher development activities by: approving quality and professional development providers; endorsing relevant and professional activities and programmes; allocating professional development points to such activities and by crediting each teacher's record with the CPTD points earned.

The purpose of the CPTD system, according to the Department of Education, ensures all professional development activities are in direct accordance with the improvement of teaching and learning; promotes the professional status of teaching; guides teachers about which professional development activities will contribute to their professional growth; and protects teachers from fake providers.

The Department of Education lays down three targeted components in the CPTD system: Points can be earned at school level, individual teacher level and at the level of the Department of Education. The National Policy Framework on Teacher Education and Development (NPFTED) states that the process of CPTD will be made available to all school-based teachers whether state employed, employed by the School Governing Body or employed by independent schools. This clearly includes all new teachers joining the teaching profession.

Although the education system has established these processes, teachers feel helpless and confused with all the complexities that face them every day in-classrooms in South Africa. The situation is complicated, and it is not easy for teachers who are involved to form a picture of their situation in relation to the bigger picture (Steyn & Van Niekerk 2005:126). When a teacher considers professionally developing himself or herself, the context plays an important role. Somehow, teachers need to be able to look at things in

perspective and feel the need to develop themselves and grow personally and professionally. The challenges and complexities are much greater for an individual who has just entered the profession. One can assume that there is a need for support and guidance to beginner teachers to survive their journey.

2.14.3 Observation

Teachers learn about quality teaching by watching a lesson being conducted by an experienced teacher, talking about it to other teachers and then going back to their classrooms and trying it out (Martin, Buelow & Hoffman 2016:6). Beginner teachers together with their mentors should decide on how this process will unfold. Both parties should be comfortable with an arrangement that works optimally in the school situation.

Beginner teachers have been noted to bring their past experiences as learners into their first years as a teacher in the teaching profession (Flores & Day 2006:223) and they display a tendency to imitate their teachers' practices (Saglam & Alan 2018:1093). Lortie as cited in Flores and Day (2006:221) emphasises the factors that influence beginner teachers' identity and particularly the 'apprenticeship of observation' that emphasises the concept of novice teachers watching their own teachers, the impact of their formal teaching practice and the classroom environment.

By observing their mentors and peers, beginner teachers are exposed to different teaching styles and practices, techniques, skills and knowledge. By utilising the aspect of constructive feedback from the mentor, the beginner teacher can question his or her own practices and self-reflect. One would assume that such changes in replacing their tendencies to imitate their teachers' practices could occur at such a level. However, beginner teachers find it difficult to change their early conceptions of teachers regardless of the training they receive (Saglam & Alan 2018:1093).

2.14.4 Peer support

Peer support can be a group of teachers from the same school or different schools that form a formal structure that offers help and support to beginner teachers. Peer support can also be an informal measure when colleagues at school share their experiences or teaching techniques with the beginner teacher.

Peer support groups present the opportunity for beginner teachers to network with other teachers about skills, knowledge, ideas and practices. However, peer support groups

may not be effective in the development of beginner teachers, as one cannot determine the quality of knowledge, skills and practices shared.

Peer support is an important component of induction programmes in countries like Switzerland and New Zealand where beginner teachers form networks to promote problem-solving techniques. Research groups and lesson planning groups are promoted in Shanghai. Peer support groups promote the sharing of ideas and techniques in Japan and France.

Structured, continuous and intense professional development programmes that facilitate beginner teachers to observe other experienced teachers, to be observed and to collaborate with other teachers in a group, where they can share information together and grow together is what retains effective teachers in the teaching profession (Wong 2004:52).

2.15 SUMMARY

An overview of induction, the need for induction and the focus of induction programmes was given in this chapter. A comparison of induction programmes in other countries was considered. Problems and needs of beginner teachers were discussed. The role of the principal in the induction process was also examined. The literature review provided in this chapter re-enforces the objectives discussed in chapter one relating to determining the needs and requirements of beginner teachers and developing them into effective teachers, to determine the efficiency of induction programmes at schools and to determine the assistance that beginner teachers receive from their schools. Induction programmes were described as a stepping-stone, linking the student phase to the phase of the beginner teacher in the profession. Mentoring was also identified as a key component in the induction process and mentors largely influenced the induction process through their willingness to participate and their goodwill. The success of an induction programme is largely dependent on the role that the principal chooses to adopt to implement induction at school as well as the culture of professional development at the school. The next chapter will focus on the research design and methodology for the empirical investigation.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents an outline of the research methodology applied in the study. A qualitative research approach was deemed most suitable as it facilitated an in-depth understanding of beginner teacher induction. Sampling of participants, obtaining permission, data collection and ethical considerations form an important component of the research process.

The aim of this study is to contribute to effective teaching and learning in primary schools by focusing on induction programmes for beginner teachers. In order to focus on understanding beginner teacher induction in primary schools, qualitative research was used to purposefully select participants at schools in the Ilembe District. According to Creswell (2009:176), the key idea behind qualitative research is to use research in such a manner that it is able to focus on the area of concern and generate information directly from the participants. Direct collection of data was obtained during an interview process, which promoted the ideology of qualitative research, which aimed to understand the feelings and opinions of people in their real-life everyday scenarios. Interviewing participants at their schools allowed the researcher to take note of the participants' natural settings and this further presented another perspective in understanding the research problem.

3.2 RESEARCH PARADIGM AND RESEARCH APPROACH

3.2.1 Research paradigm

A constructivist research paradigm underlies the research for this study, as it facilitates the collection of information based on the feelings and beliefs of participants on beginner teacher induction. A phenomenological approach that is related to the meaning that individuals attach through their personal experience facilitated a broad understanding of the induction of beginner teachers in the Ilembe District.

3.2.2 Research approach

Generating data using multiple perspectives to the study allowed the researcher to develop a holistic view on the research problem. Face to face interviews, which are conducted in the qualitative research process, allowed beginner teachers to express not

only their beliefs and opinions on the induction processes that they have been exposed to but also allowed them to express what they feel and what they have experienced at schools. The use of words instead of numbers allowed the researcher to relate to the phenomenon in a way that captured the essence of the individual's lived experience. Using an approach that allows us to understand the experiences of beginner teachers' lives added meaning and depth to this study.

A qualitative research approach focuses on 'life worlds' from the viewpoint of the participants and establishes a better understanding of social realities. Qualitative researchers are interested in the experiences of people and how they make sense of their lives. This study shares common ground in several characteristics pertaining to a qualitative research approach as listed by Creswell (2009:175):

- Natural setting
Researchers collect data at the site where participants experience their challenges. Collecting data in the natural setting of the participant allows the researcher to observe the participants' environment and this provides a further perspective on the research problem. Interviews by the researcher to determine the effectiveness of induction programmes for beginner teachers were conducted at the respective schools in the Ilembe District.
- The researcher collected the data herself (interviews and observations) as the researcher is the key instrument in qualitative research. The researcher used multiple sources of data to collate data and did not rely on one method only as is typical of qualitative research. The researcher then analysed all the data and organised it into themes.
- The meaning that the participants attached to the induction process was the focus in answering the research question and not the meaning that the researcher brought to the research problem. This implies that qualitative researchers report information that was collected during field work and do not merely present their beliefs and opinions.

- The researcher used multiple sources of data to collect data and did not rely on one method only as is typical of qualitative research. Obtaining more than one method is characteristic of qualitative research.
- An interpretation of what the researcher saw, heard and understood regarding the research problem was captured – thus utilising the interpretive inquiry aspect of qualitative research. This relates to qualitative research as allowing the readers, participants and the researcher to interpret the research; different viewpoints of the problem can emerge and this contributes to multiple perspectives regarding the research problem.

3.2.3 Research design

In order to understand beginner teachers' feelings and perceptions about induction, a design based on the phenomenon was used for this study. Phenomenology aims to understand the 'essence' of human experience. According to Van der Mescht (2004:2), the most distinguishing feature of phenomenology is that it focuses on the meaning that human beings associate with their experiences. Beginner teachers are often overwhelmed with emotion when they realise what is expected of them at school.

3.3 RESEARCH SAMPLE

To understand the influence that induction programmes have on the effectiveness of beginner teachers, purposive sampling was carried out. Beginner teachers and management members from different schools in the Ilembe District were interviewed face to face and data were gathered from their experiences.

Four schools situated on the North Coast of KwaZulu-Natal were therefore purposefully selected for this study out of 422 schools in the Ilembe District. This comprised two rural schools from the Phambela circuit and two semi-urban schools from the KwaDukuza circuit. The sample then consisted of eight novice teachers - two from each school - and four senior management members - one from each school.

The idea behind qualitative research is to purposefully select participants or sites that are most suitable for the researcher to understand the research problem (Creswell 2009:178). Purposive sampling of participants for this study on beginner teachers was limited to beginner teachers and management members in the Ilembe District.

Data sources for this study, therefore included eight interviews with beginner teachers (two beginner teachers from each of the four selected primary schools) and four interviews with management members (one management member per school). These four schools had the following criteria in common:

- Selected schools were public schools.
- Selected schools were funded by the government.
- Selected schools had adequate furniture and resources.
- All participants had a formal teaching qualification.
- All participants were registered with the South African Council for Educators (SACE).
- Similarity in learner and staff populations in the selected schools was noted.

Aster Primary had a staff complement of 27 teachers of which 8 were beginner teachers. Bluebell Primary had a staff complement of 12 teachers of which 3 were beginner teachers. Canna Primary had a staff complement of 29 teachers of which 8 were beginner teachers whilst Dahlia Primary had a staff complement of 12 teachers of which 3 were beginner teachers. The learner population of Aster Primary and Canna Primary were around 1000 and the learner population of Bluebell Primary and Dahlia Primary were 434 and 262 respectively.

Limiting the study to a few participants who are purposively sampled allows the researcher to gain an in-depth understanding of the participants' experiences and gain new insight into their views and feelings. Participants who are deemed 'information rich' can also be purposively selected in order to add a deeper understanding to the study. Qualitative researchers gather data using multiple sources rather than relying on a single data source (Creswell 2009:175). Observing and talking to participants face to face allows the researcher to learn to gain information using multiple forms of data collection.

3.4 DATA COLLECTION

Mouton (2015:110) states that the research process reaches a stage which requires the researcher to enter the real world in order to choose, collect and analyse data. Conducting interviews is the primary mode or way of collecting data in qualitative research (De Vos et al. 2011:344). The researcher used this primary method of data collection to generate information in this study.

3.4.1 Semi-structured individual interviews

The intention behind an interview is to extract views and opinions from participants (Creswell 2009:181). De Vos et al. (2011:348) refer to semi-structured interviews as a “conversation with a purpose”; it is flexible and yet it is able to generate information around a particular area of interest. De Vos (2011:352) further explains that, in a semi-structured interview, the researcher is able to follow up any matter that comes up during the interview and the participant will be able to add more information or clarify issues if necessary.

Interviews are conducted face to face in qualitative research (Creswell 2009:181). In order to obtain an in-depth understanding of this study, it was essential to obtain information directly from each beginner teacher and management member involved in the research process. Through open discussions with participants, the researcher was able to describe the feelings and experiences that beginner teachers and management members have regarding induction processes in the Ilembe District. This process is described by Roulston and Myungweon (2018:235) whereby researchers are encouraged to engage in open questions and discussions regarding the participants’ viewpoint regarding specific phenomena.

Each interview was conducted on the school premises in a room that is secluded and quiet and allowed the participant to feel comfortable and at ease to communicate. Each interview was scheduled to be thirty minutes to an hour long. Interviews were scheduled for the second half of the school day, in accordance with guidance of the school principal. Use of the voice recorder was entirely dependent on the comfort of the participant and could then facilitate further analysis by the researcher.

The researcher developed an interview guide with five open-ended questions for the participant. A general question led the discussion and allowed the participants to express their feelings freely and open up to the researcher. The researcher was expected to be skilled in relating the feelings and perceptions of the participants on the effectiveness of beginner teacher induction and probe questions on issues that may require clarity during the interview process. Participants were reminded to remain anonymous by creating their own names for themselves in order to protect their identity.

The researcher documented data collected during the interview process, observation and note taking as soon as possible after the interview, so that all information was captured as accurately as possible.

Qualitative researchers collect data themselves by interviewing participants, observing behaviour or by analysing documents (Creswell 2009:175). In this study, the researcher interacted directly with the participants and was responsible for the collection of data by observing the participants in their natural school environment and by conducting a semi-structured interview face to face with them. This was the primary source of data that was used for this study.

According to De Vos et al. (2011:360), interviews are effective in collecting a large amount of data in a short space of time. The researcher needs to be skilled enough to conduct the interview effectively and compile an interview schedule that comprises relevant and suitable questions. The researcher is presently employed at a primary school and was able to relate to the challenges and concerns of both the beginner teachers as well as the management members. The researcher was also able to create a conducive atmosphere for the interviews to be conducted and for the participants to feel at ease and open up. Seating arrangements that promoted interaction and cooperation were also considered.

Interviews were conducted during the afternoon session of the school day to avoid any interference with school activities. The researcher included questions that would extract the most information as possible from each participant. The interview was expected to expose the participant's beliefs, emotions and feelings about beginner teacher induction. Being a primary school teacher encouraged the researcher to apply sufficient social skills in order to make the participants feel comfortable and answer the questions as honestly and descriptively as possible.

3.4.1.1 Interview setting

Participants from the different schools were prepared and knew exactly what was expected of them during the research process. The time and place were negotiated with the principal of the school and communicated in writing to him. Schools were also contacted telephonically closer to the date to confirm these arrangements. The researcher ensured that the room that was selected for the interview was not threatening to the participants in any way and encouraged them to be comfortable.

Introductory formalities were exchanged with each participant, and the research process explained briefly to the participant. Although the participant was encouraged to remain anonymous or to use a pseudonym for the purpose of research, confidentiality was assured. Permission for the use of a voice recorder was obtained at this stage.

A general open-ended question was first posed to each participant and the researcher encouraged all participants to express themselves freely. De Vos et al. (2011:351) reminds us that if barriers are taken away, then a close relationship is formed between the researcher and the participant and the information shared carries greater meaning and becomes more valid.

3.4.1.2 Interview protocol

Creswell (2009:183) recommends the following interview protocol which helps in asking questions and recording answers:

- A heading which includes details like the date, place and name of the interviewee.
- Instructions for the interviewer to follow so that the same procedure is followed for other interviews as well.
- Four or five questions are recommended with an 'ice breaker' question at the beginning.
- Encouraging participants to elaborate on their contributions.
- Pause between the questions and the answers.
- Expressing gratitude at the conclusion of the interview to acknowledge the time that the interviewee has afforded towards the research process.

3.4.1.3 Interview techniques

Communication techniques that were recommended by De Vos et al. (2011:345) were applied by the researcher in order to conduct a successful interview:

- Minimal verbal responses offered by the researcher in response to the participants' responses.
- Clarification is a technique that the researcher can use in order to get clarity on issues that are not very clear.
- Researcher encourages the participant during the interview process.
- Reflective summary techniques employed by the researcher that involve summarising the thoughts and feelings of the participant so that a good

understanding of the situation can be obtained. This often stimulates the participant to reveal more information.

- It is very important for the researcher to have good listening skills.

According to De Vos et al. (2011:351), researchers use semi-structured interviews in order to obtain a holistic perspective on a participant's belief about specific issues. De Vos et al. (2011:360) list the following advantages of semi-structured interviews:

- Interviews directly allow the researcher to communicate with the participant.
- Interviews allow for a substantial amount of data to be collected in a short space of time.
- It is also an effective way of obtaining in-depth data.
- According to De Vos (2011:351), interviews grant both the participant and the researcher flexibility and further allow interesting points that come up during the interview to be explored in further detail.

According to De Vos (2011:360), the following disadvantages of semi-structured interviews can be noted:

- The participant can give an 'official' version of the issue.
- Personal cooperation of the participation is needed in order to ensure the success of the interview.
- Participants may intentionally not disclose information.
- The researcher may ask questions that do not extract the essential information from the participants.
- Participants may not speak the truth or even misconstrue information.
- The researcher may not be skilled enough to carry out the interview successful.

3.4.1.4 Interview schedules

An interview guide that is written in order to plan an interview is called an interview schedule (De Vos et al. 2011:352). These predetermined questions prepared the researcher and guided her in a direction to solve the research problem as she was aware of what the next question was. The researcher also ensured that the main areas of the research problem were covered in the schedule that was drawn up. The questionnaire was attractive and neat, capturing only the essential data. The interview schedule was

read together by the researcher and the participant, as it contributed to making the participant feel involved in the process. It is important for a relationship of trust to be established between the researcher and the participant. The success of the interview was also influenced by the ability and skill of the researcher to open effective communication channels with the participants.

3.5 DATA ANALYSIS

Creswell (2009:184) states that data analysis involves gathering open ended data, which is collected from asking questions, and analysing this information that is collected from participants.

The researcher did not wait to collate all the data in order to begin the data analysis as recommended by Cho and Lee (2014: 4). Data was captured on a computer immediately after each interview was conducted so that the essence of the interview was captured. Data was analysed by the researcher in order to establish possible themes and patterns. Cho and Lee (2014:10) describes the data analysis process to include the following main steps – choosing the unit of analysis, establishing categories and finding themes. These steps were cross-checked with the research of Creswell. Creswell (2009:185) describes six stages in the data analysis:

- Organise and prepare information for analysis.
This step involves gathering information from field notes, voice recordings and observation records. A computer can be used to type out the data and classify them into different categories if needs be.
- Reading all data collected.
Gathering an opinion over all the data collected can reflect a holistic perspective on the research problem.
- Analyse data using a coding process.
Here, the information that is collected is categorised and this brings meaning to the data.
- Use the coding process to determine themes.
This step involves the researcher developing codes for the descriptions collected.

- Representation of themes in the research write-up.

Writing a narrative account of the data analysis.

- Interpreting data

This last step involves making sense of the data and understanding the essence of it.

According to Cho and Lee (2014:12), the research outcome of qualitative research is attaching meaning as categories or themes such that the research question can be answered. Qualitative data analysis in this study, therefore, involved breaking data down into smaller categories in an attempt to establish patterns. Data from field notes, voice recordings and observation notes were examined repeatedly in order not to exclude any important details. Descriptive paragraphs were then typed in order to capture the essence of every participant's experience.

Creswell (2009:193) states that in qualitative research one usually finds descriptive paragraphs capturing the essence of participants' experiences and the researcher's notes. Creswell (2009:189) further states that, in order to report the findings of this study as accurately as possible, the researcher described the findings and experiences in narrative paragraphs. The researcher needs to pay attention to reporting findings that are true, although the researcher reflects comments about how the interpretation of the findings is influenced by the respondents' background, (Creswell 2009:192). This process allowed the readers to capture the essence of the effectiveness of beginner teacher induction in the Ilembe District.

3.6 VALIDITY AND RELIABILITY

The researcher needs to be aware of possibly influencing the participant during the interview process. Creswell (2009:177) states that researchers should identify their biases, values and aspects of their personal backgrounds that may influence the study. According to Creswell (2009:190), qualitative validity involves checking the accuracy of the results, using certain procedures. Qualitative reliability confirms the consistency of the researcher's approach throughout the study. Creswell (2009:191) recommends the use of multiple strategies in order to enhance the accuracy of the research results. The strategies discussed by Creswell (2009) that are applicable to this study on beginner teachers are listed below:

- Triangulation in qualitative research helps the researcher to reduce bias in the results and reduces the possibility of reporting inaccurate data, as the findings can be checked with other sources of data (Cho & Lee 2014:14). Different sources of data (triangulation) were used in order to add validity to the study. They are observation of participants, interviews and field notes.
- Use of member checking involves the researcher going to the participants with aspects of the results, thus providing an opportunity for them to comment on the findings. In this way, participants can check the accuracy of the findings. After the data were typed on the researcher's computer, each participant was presented with the findings of their contribution so that amendments and inclusions could be noted.
- Describing the settings and the experiences of participants during the interview process can add depth to the perspective shared by the readers. In this way, the accuracy of the study is also promoted. Each participant was interviewed individually and in a setting that was comfortable for the participant. Describing each school setting in the Ilembe District conveys more information to the reader and further promotes the understanding of the research.
- The researcher needs to be aware of bias and often self-reflect. Creswell encourages researchers to include comments that are shaped by their backgrounds, culture, history and socio-economic positions. The researcher in this study is a primary school teacher and kept in mind the position of not influencing the study with her beliefs regarding beginner teacher induction in the Ilembe District.

Arrangements were made within the Department of Education to obtain the data:

- Application for permission to visit schools and conduct interviews with beginner teachers and management members.
- A request to all participants seeking their permission to conduct the interview.
- Ethical issues that surfaced during the interview were monitored and controlled.

3.7 RESEARCH ETHICS

Mouton (2015:238) is clear in maintaining acceptable norms and values in research when one is dealing with human conduct such that physical or psychological harm is averted. The researcher is aware of the fact that ethical issues play an integral part of the research process. Ethical issues stem from conflicts or the possibility of conflict from the researcher's interactions with people and the environment (Mouton 2015:239). Research ethics refers to the norms and values that help a researcher in dealing with conflicts from the beginning of the research study until the end.

With reference to the writings of Mouton (2015) on ethical measures to be considered when collecting data from participants, the researcher ensured that the following measures were in place in order to protect the participants:

- Written permission was obtained from the Department of Education.
- Permission was obtained from each school principal respectively.
- The research process was explained in great detail to every participant such that all objectives and aims of the study were understood.
- Each participant further granted permission to the researcher for inclusion in the study.
- The use of a voice recording device was completely dependent on the comfort of each participant.
- Participants were encouraged to remain anonymous throughout the study.
- Participants were assured that the principle of confidentiality would be strictly adhered to.
- Participants were entitled to view all research findings upon completion of the study.
- Participants were also informed that the purpose of the study was purely for the improvement in the quality of education at primary schools.

With the above measures in place, the researcher obtained trust, openness and willingness to participate from each participant.

3.8 SUMMARY

This chapter dealt with the different aspects of research methodology, namely, selection of samples, data collection procedures and reporting the findings of the study. This chapter also discussed ethical considerations of the participants and also focused on the

reliability and validity of the data and the findings. The researcher ensured that every participant was comfortable and established a good relationship using her communication and social skills. Chapter four deals with the fieldwork aspect of the study. It focuses on the collection of the data and the recording of the findings thereof.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings on the study of the influence of induction programmes on beginner teachers in the Ilembe District. It focuses on four schools that were purposely selected for research purposes. This study focuses on the experiences and views of the beginner teachers as well as the perceptions of the management.

The findings will contextualise the influence that induction programmes have on teaching and learning at schools in the Ilembe District. One of the primary objectives of this study was to determine the availability and scope of induction programmes in primary schools and thereafter to establish the efficiency of the induction programmes. During the interviews conducted, the researcher was able to gather information in this regard and report this to the reader.

Data was collected from four primary schools in the Ilembe District. The study focused on any two beginner teachers and a member of the school management team who was found to be information rich and able to contribute to the study (section 1.5.4). The semi-structured individual interviews with the beginner teachers and the members of the school management teams provided raw data on the influence of induction programmes at these primary schools.

The researcher aimed to investigate the assistance that beginner teachers received from their schools and the influence of the induction programmes on their development professionally and socially. The researcher also aimed to establish the extent to which beginner teachers' needs and requirements were considered in their development towards effective teaching and learning.

In order to realise these aims, a qualitative research approach was used which involved reporting on multiple perspectives of the problem under study thus avoiding a one-sided perception of the phenomenon of study. Multiple views of the problem of induction programmes for beginner teachers were created with the researcher making an interpretation of data, considering the background, history and context of the issue at hand. The researcher in collaboration with participants formulated perceptions resulting in findings with such flexibility that they allowed the creation of a holistic account of the

issue at hand, namely improved understanding on the need for induction programmes for beginner teachers.

4.2 CONTEXT OF THE SELECTED SCHOOLS

The four primary schools that were purposely selected are located in the Ilembe District. Similarity can be drawn with all schools being government schools; however, one of the schools is an ex Model C school implying that this school has access to more resources and increased funding for teacher development programmes because of serving a more affluent clientele. These schools receive departmental funding based on the status in terms of quintile ranking related to the level of education and unemployment in the school's external environment as determined by the Department of Education.

Characteristics of the four schools are tabulated below:

Table 4.1: Characteristics of research sites (*not actual school names)

CHARACTERISTICS	ASTER PRIMARY	BLUEBELL PRIMARY	CANNA PRIMARY	DAHLIA PRIMARY
Type of school	Rural	Rural	Semi-urban	Semi-urban
Medium of instruction	English	English	English	English
Enrolment	1077	434	1089	262
Quintile ranking	3	3	4	5
School fees	Fee paying	No fees school	Fee paying	Fee paying
Grades offered	R to 7	R to 7	R to 7	R to 7
Types of classroom	Prefabs and permanent	Permanent	Prefabs and permanent	Prefabs and permanent
Principal	1	1	1	1
Number of dept heads	4	2	4	2
Administrative staff	0	1	1	3
Staffroom	1	1	1	1
Library	0	1	1	1
Offices	1	1	2	3
Laboratories	0	0	1	0

The significance in profiling the selected schools was to assist the readers in understanding the context and the backgrounds of the beginner teachers and the SMT members.

The interviews that were conducted were aimed at generating information on the influence that induction programmes in primary schools have on the development of effective teachers.

From the table, one can deduce that Aster Primary and Canna Primary display many similarities whereas Bluebell Primary and Dahlia Primary display close similarity in terms of their school enrolment. The researcher assumes that the parents belonging to Aster primary and Bluebell Primary are not financially well off and cannot assist these schools very much in terms of fundraising. Dahlia Primary seems to have parents who are financially well off and are able to assist the school in fund raising projects. Canna Primary seems to be located in an area with middle income earners who assist the school somewhat in terms of fundraising.

It would appear to the researcher that parental involvement in Aster Primary and Bluebell Primary is minimal as opposed to Canna Primary and Dahlia Primary where parents display a keen interest in their children's work. Learners in Canna Primary and Dahlia Primary would appear to provide support in all aspects of schooling and share a more interactive relationship with the school. The location of these two schools would suggest that they are community-based schools which are easily able to access the support of the community.

4.3 PROFILE OF BEGINNER TEACHERS

Beginner teachers were interviewed separately, and a high degree of confidentiality was maintained. They were all labelled using letters of the alphabet so that their anonymity could be maintained. The table below lists the profiles of the beginner teachers.

Table 4.2: Information on beginner teacher participants

NAME OF SCHOOL	RESPONDENT	GENDER OF RESPONDENT	PHASE IN WHICH QUALIFICATION WAS OBTAINED	PHASE CURRENTLY TEACHING IN	MONTHS OF EXPERIENCE	SUBJECTS TAUGHT

ASTER	A	F	Intermediate /Senior	Intermediate	13	English, Social Science
	B	F	Foundation	Foundation	54	Language, Mathematics, Life Skills
BLUEBELL	A	F	Intermediate	Foundation	54	Language, Mathematics, Life Skills
	B	F	Foundation	Foundation	24	Language, Mathematics, Life Skills
CANNA	A	F	Foundation	Foundation	42	Language, Mathematics, Life Skills
	B	F	Foundation	Intermediate	29	Ems, Social Science, Life Skills
DAHLIA	A	F	Further education and training	Foundation	5	Language and Mathematics
	B	F	Intermediate	Foundation and Intermediate	5	Life Skills in Foundation phase and Mathematics, Afrikaans and Social Science in Intermediate phase

The eight beginner teachers were purposefully selected to participate in this study. Interviews were conducted with beginner teachers with varied teaching experience that ranged from five months to 54 months. The study focused specifically on beginner teachers with teaching experience less than five years.

It is clear from Table 4.2 that beginner teachers faced unique challenges in their different schools relating to their varied years of teacher experience and support offered from their

school. It is evident that the challenges varied according to their teaching phase with some having to teach in phases that differed from their teaching qualifications.

Some of the teachers taught many different learning areas in the Intermediate/Senior Phase whereas others in the Foundation Phase taught all the subjects in their respective classes. Such findings indicate that all beginner teachers do not have an equal teaching load. In addition to this, they were also responsible for other duties besides being a class teacher. They thus faced challenges in their development that were unique to their specific contexts.

4.4 PROFILE OF MEMBERS OF THE SCHOOL MANAGEMENT TEAM

Only four SMT members were chosen to participate in this study. The table below lists the characteristics of each member of the school management team in his/her school context:

Table 4.3: Characteristics of school management team participants

NAME OF SCHOOL	LEVEL OF MANAGER	GENDER	DEPARTMENT	SUBJECT TAUGHT	YEARS OF TEACHING EXPERIENCE
ASTER PRIMARY	2: Departmental Head	Male	Foundation Phase	Class teacher	36
BLUEBELL PRIMARY	2: Departmental Head	Male	Intermediate/Senior Phase	English/ Social science Gr 4/5	31
CANNA PRIMARY	3: Deputy Principal	Female	All phases	Foundation phase: Maths	40
DAHLIA PRIMARY	2: Departmental Head	Female	Foundation Phase	Class teacher	39

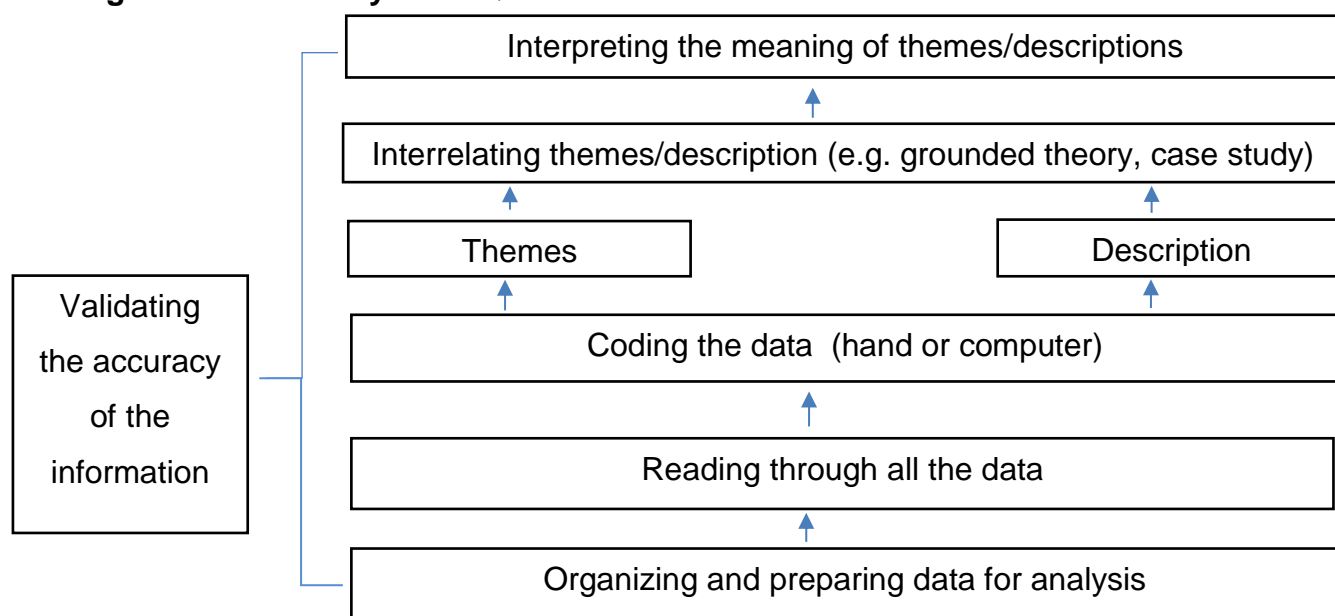
As is clear from Table 4.3, the gender of the SMT members was carefully considered for this study. The researcher assumed that males and females would respond differently to the influence of induction programmes on beginner teacher development. The researcher purposely selected two males and two female SMT members to maintain a gender balance.

As depicted in Table 4.3, all SMT members had many years of teaching experience varying between 31 and 40 years which allowed them to experience varied versions of the curriculum. The years of experience also gave them insight to functional processes that promoted effective teaching. One would therefore assume that experienced SMT members are in an optimal position to understand the dynamics that influence effective beginner teacher induction programmes.

4.5 BEGINNER TEACHER RESPONSES REPRESENTING CATEGORIES AND THEMES

The interview sessions were constructive and optimal information was gathered from each participant. There was a large amount of data in the form of voice recordings, transcripts and typed field notes. The researcher began by organising the data. The researcher read all the transcriptions several times in order to obtain full understanding of the participants' perceptions and experiences. The researcher followed the linear, hierarchical approach outlined by Creswell (2011:184) to analyse data in qualitative research.

Figure 2: Data Analysis in Qualitative Research





Raw data (transcripts, field notes, images, etc)
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These stages are interrelated and were used as a guide for data analysis for this study.

The researcher sorted the data collected from beginner teacher participants into categories and further into themes as depicted in Table 4.4.

Table 4.4: Beginner teacher responses culminating in categories and themes

PARTICIPANTS' RESPONSES	CATEGORIES	THEMES
<ul style="list-style-type: none"> • Overcrowding – hard to mark learners' books • As beginner teachers, the biggest problem we experience is discipline. • Discipline of learners is also a problem and sometimes this becomes too much for us to cope with. 	Problems experienced by beginner teachers	Challenges facing beginner teachers
<ul style="list-style-type: none"> • It is very challenging to cope and survive on your own. • Teachers assume because you are a graduate you know everything. • No induction programme at my school • No induction programme – you have to learn everything. • At this school I just asked the teachers for assistance. • We have to deal with discipline problems on our own. • No induction – no help. 	Lack of support	Beginner teacher initiatives
<ul style="list-style-type: none"> • We should have an induction programme. • Mentors should be used to help beginner teachers to develop. 	Suggestions to improve beginner teacher development.	Recommendations by beginner teachers

<ul style="list-style-type: none"> • I believe with the correct support and help, you can cope. 		
<ul style="list-style-type: none"> • Pairing up with a newly appointed teacher. • My peers helped me along the way. 	Mentors and training	Factors influencing effective induction
<ul style="list-style-type: none"> • Type of results principal wants and expects of us. • I had not been told what was expected of me. • You don't know what is expected of you as a beginner teacher. 	Demands and expectations to deliver	Needs and requirements
<ul style="list-style-type: none"> • I was not involved in the induction process. 	Basic induction programme	Lack of involvement of beginner teachers
<ul style="list-style-type: none"> • I had an IQMS visit otherwise no one other than that observed me presenting a lesson. • Nobody spoke to me about professional needs. • I am not part of the IQMS system as yet. • There was no induction programme that took my professional needs into account. • There is no professional development. 	IQMS and professional needs	Professional development

Table 4.4 is a summary of responses from beginner teacher participants. Using the synopses, the researcher has classified the responses in broad categories and themes. Research findings will be further illustrated by verbatim excerpts from the interviews and for the sake of authenticity and anonymity beginner teacher participants are distinguished as BT1, BT2, and so on.

4.6 RESEARCH FINDINGS BASED ON BEGINNER TEACHER PERCEPTIONS

This section discusses the themes which emerged from an analysis of the data collected by interviewing beginner teacher participants. These themes are: challenges facing beginner teachers, beginner teacher initiatives, recommendations by beginner teachers,

factors influencing effective induction, needs and requirements, lack of involvement of beginner teachers, and professional development.

4.6.1 Challenges facing beginner teachers

Most beginner teachers experience challenges when they join the teaching profession. Each school is unique and beginner teachers face challenges that are contextual.

Considering the data, most beginner teachers interviewed felt overwhelmed when they faced 'reality' at their respective schools. During the interview process, a participant described her first day as well as that of her colleagues who started with her as: *"When we arrived at school on the first day, it was like a shock to our system"* (BT7).

This comment from BT7 confirmed a gap in the training and skills acquisition process of beginner teachers at tertiary institutions. Despite having undergone years of training at tertiary institutions, beginner teachers find themselves unable to cope with the reality of being placed in a classroom.

Beginner teachers are experiencing challenges in adjusting and applying their newly acquired knowledge to a classroom situation. Why do they feel that entering a classroom is a completely new experience? To what extent should induction programmes consider the impact of teaching strategies that are difficult to practice on teaching and learning in our classrooms?

The initial experience of a beginner teacher in a classroom was described by many participants as simply *"overwhelming"* (BT1, BT3, BT6, BT7 and BT8). The teaching profession does not only require a beginner teacher to engage in teaching and following a specific curriculum but also many administrative duties as well as extra and co-curricular activities.

During the interview, a participant commented: *"The other problem we experienced was the curriculum – it was just overwhelming"* (BT7). Along the same lines, BT6 pointed to administration, class size and discipline demands accompanying curriculum challenges in *"the initial experience is overwhelming. You do not only have to deal with the curriculum but with the administration as well. The class sizes are so big that discipline is a huge problem that we are facing. When I dealt with all of these issues then time became a factor to cover the curriculum"* (BT6). Beginner teachers experience many unique

challenges as they still lack experience. There are many different roles and responsibilities that are required to be fulfilled daily. It is clear that beginner teachers require much support and assistance in establishing themselves as seasoned teachers in our schools.

The issues that emerged as the biggest challenges that faced beginner teachers in the classroom are discipline related issues and that of overcrowding. A participant stated: *“our major problem is overcrowding which makes it hard to do marking with approximately sixty learners in the classroom”* (BT2). Another participant commented: *“What drives me out of the system is the behaviour of learners and the toll that it is taking on my health”* (BT3). Findings reveal that beginner teachers have been referring discipline issues to management members as they are struggling to cope on their own. From the data collected, it is quite evident that the discipline issue can be attributed to the lack of support that beginner teachers receive from their colleagues as well as members of management. A participant shared: *“We find it difficult to approach deputy principal or principal because they say that it is out of their hands. We have to deal with it on our own”* (BT3). Corporal punishment has been banned from schools for many years now and beginner teachers would naturally seek support and guidance from their colleagues for alternatives to manage their classes. Who else do they seek assistance from?

Findings reveal that the senior learners at school find it difficult to respect beginner teachers and often take advantage of the new entrants in the school system. A novice revealed: *“The senior learners don’t take the beginner teachers seriously in terms of discipline. They want to do their own thing in class and they just don’t respect the teachers”* (BT3). Another beginner teacher revealed: *“The bigger learners are rude and disrespectful especially to the new teachers. I don’t have kids of my own, so I am not used to disciplining a child”* (BT4). Good moral values and the school code of conduct should be enforced by all members of a school in order to establish an environment that is favourable and conducive for teaching and learning to take place.

The role of principals should be carefully considered in the induction process. As head of the institution, the roles and responsibilities of the principal have been clearly set out by the Department of Education. A beginner teacher informed the researcher that she only met the principal after being at school for a few weeks. As part of the role function,

the principal is responsible for employing the teacher. S/he is also responsible for mentorship of the beginner teacher as well as for the induction programme.

Findings reveal that principals met with beginner teachers upon arrival and used this meeting as a tool for a brief induction. During this initial contact with the principal, the principal welcomed the new teachers and listed his expectations in terms of their performance at school. A beginner teacher stated: *“I was just told and dictated to as to what is expected of me and what I need to deliver in terms of results”* (BT1).

Leadership styles adopted by principals should ensure unpacking of departmental expectations in a manner that motivates and encourages new teachers in the system. When the researcher probed into how one beginner teacher felt about the principal's approach, her response was: *“I was shocked, and I felt upset because I am new”* (BT1). Is such an approach suitable for the induction of beginner teachers?

The experiences described by the beginner teachers correlate to the literature study that was presented in chapter 2. Many researchers (Blömeke et al. 2017; Petersen 2017; Steyn & Schulze 2004; Whitaker 2001) describe related experiences of beginner teachers. Feiman-Nemser (2003:1) emphasise that the needs of beginner teachers are often misunderstood. Effective induction programmes cannot be developed to address such deficiencies if clear needs and concerns cannot be identified.

4.6.2 Beginner teacher initiatives

Findings reveal that many beginner teachers are forced to implement their own strategies and ideologies in order to survive when they join the teaching profession. Many beginner teachers initially receive limited support from their departmental heads or mentors, while others receive no assistance at all. During the interview, a participant revealed: *“There is no induction programme – you have to learn everything on your own”* (BT2). A comment from a participant at another school was: *“I cannot recall any help from my mentor. I just managed on my own”* (BT4). A further comment was: *“I just asked the teachers at the school for assistance”* (BT3).

Beginner teachers also understand to a large extent the expectations that they are required to fulfil. Firstly, they understand that management fulfils certain roles and responsibilities and they serve a particular purpose within school structures. A novice teacher shared: *“You are just on your own at school. You can ask the departmental head*

if you require assistance” (BT5). Secondly, beginner teachers understand that they have certain roles and responsibilities to fulfil and that they serve a particular purpose within the school structures. A comment from the interview was: “Although the SMT guides us and explains what needs to be done, we as teachers still have to get the work done” (BT6).

In order to develop into successful teachers, beginner teachers are willing individuals, who are eager to try and learn how to improve themselves. During the interviews, a participant shared: *“I had to learn quickly about what was expected of me and I had to slow down with the curriculum” (BT7).* Could an induction programme that takes the needs and requirements of beginner teachers into account develop them into successful, seasoned teachers in the Ilembe District?

Findings revealed that often novice teachers are placed in a school to teach according to the needs and requirements of the school rather than the qualifications of the teacher. Teachers with secondary school qualifications were placed in posts in the Foundation Phase. When the researcher inquired about this experience, the participant responded: *“I was frustrated that the little ones work so slowly. I wanted to cry every-day. I was shocked at what was expected of me. I was overwhelmed and I was new” (BT7).* The participant further explained: *“I had to learn different strategies to teach. The learners are all different and they learn in a different way” (BT7).*

4.6.3 Recommendations by beginner teachers

None of the beginner teachers who were interviewed had been exposed to an internal induction programme that took their needs into account. Two of the eight beginner teachers attended an induction programme that was organised by the Department of Education. Both beginner teachers expressed their dissatisfaction with regards to the programme and didn’t derive much benefit from the day-long induction programme as their needs and requirements were not specifically addressed. The first participant described the programme as: *“The presenters just read out the documents that were handed out to us using power point presentation. It was very long and boring” (BT3).* The second participant described the programme: *“There were no specific topics but everything that was discussed was very generalised. That is not helpful as generalised aspects can apply to many new employees even from other professions too. An induction*

programme needs to specifically focus on teaching as a profession. This programme started at 8.30 and finished at 15:00. It was long and boring” (BT6).

All beginner teachers who participated in the interview process were asked: “Who is responsible for the induction programme of beginner teachers at your school?” Most participants responded in uncertainty referring to the head of the school as they had not had the opportunity of being exposed to an induction programme before.

All beginner teachers who participated recommended that schools should have induction programmes in place. A participant responded by stating: *“Well, we don’t have an induction programme at school. We should have one in the first place. It is very challenging to cope and survive on your own” (BT3).* Another beginner teacher stated: *“I feel that there should be an induction programme at school to help the beginner teachers. They need a lot of help to start off and become effective teachers” (BT4).* Reasons provided by beginner teachers for the importance of an induction programme to capacitate novice teachers for the teaching task pertain to support with creativity and confidence in general, know-how on managing excursions and participation in the extracurricular programme, and skills on managing learner leadership and coping with large class sizes. Participants responded as follows about how support would have helped them:

“to have started teaching effectively” (BT5).

“improved my creativity” (BT5).

“made me more confident” (BT5).

“helped me to deal with my work effectively” (BT5).

“helped me to structure my administrative activities” (BT5).

“helped me with planning excursions” (BT5).

“helped me with sports planning-sport meetings etc.” (BT5).

“It would have helped me with training the learners in their activities” (BT5)

“It would have helped me to cope with the large numbers in my classroom” (BT5).

Another beginner teacher related the constructive practice abroad regarding the induction of beginner teachers that comprises a well-structured programme offered over an extended period: *“I read about other countries. They have a week-long induction programme before they enter the classroom. They focus on aspects like culture, language, food, classroom management, use of the computer, aids in the classroom. I*

also watched You-tube videos on this. We need to implement programmes like that here in our country and specifically in our local schools” (BT3).

One participant revealed that a beginner teacher comes into school representing a new environment with new people and new faces. Each school is different. There are new rules at every school. It is therefore important *“that all beginner teachers should be taken around and introduced to the activities of the school day, the different stakeholders, codes of sport, curriculum and extra- curricular activities” (BT6).* Such an introduction gives guidance to a beginner teacher as experienced by BT6 who reported that *“the SMT gave me resources and showed me how to draw up worksheets and assessments – that is what beginner teachers need. It is important for beginner teachers to know what to do in class. New teachers like me, we didn’t even know how to mark the register.”*

Findings revealed a need for induction programmes to be in place at schools in the Ilembe District. Beginner teachers experience shock and become overwhelmed at the expectations they face in a school situation. Whitaker (2001:9) emphasises the role of an induction programme as a tool that assists the beginner teacher with the move from a tertiary environment to a classroom.

There is also a need for induction programmes to be specific in nature and focus on practical aspects of the teaching profession. A lack of practical know-how was evident from the interviews with beginner teachers. The inability to link theory and practice by practicing the theoretical aspects of the teaching qualification as well as the lack of the practical component in the study needs to be emphasised. Delivery of the curriculum and practice of all aspects of the job description need to be practised on assumption of duty by the beginner teacher.

4.6.4 Factors influencing effective induction

Findings revealed many factors that impacted on induction. One of the issues that was emphasised by many beginner teachers who were interviewed was that of their preparation at university and college for the teaching profession. Beginner teachers did not feel adequately prepared to meet all the components of the teaching profession effectively. During the interviews, a participant stated: *“The first time you teach is when you come here to school to start your job. It is simply overwhelming because you have no experience” (BT3).* The theoretical aspect of teacher qualification seemed to differ from what was expected of beginner teachers when they enter schools, as this novice

teacher reveals: *“At campus it’s just theory and in a classroom situation it’s just a completely new situation”* (BT3). Another beginner also mentioned the difficulty in practising teaching strategies taught at university.

The researcher probed in this aspect when interviewing SMT members and all members stated that beginner teachers do not receive the required training they should in order to effectively and competently establish themselves in the teaching profession. All SMT members stated that each school environment is different and beginner teachers need to be brought up to date with the functioning of the internal environments. Clearly, intervention is required in the form of an induction programme that is dedicated to the support, guidance and development of new teachers.

The researcher also noted the issue on discipline and the lack of respect that the learners display towards the beginner teachers. This issue has featured at all four schools and was discussed by the beginner teachers. This aspect presents a challenge to the beginner teacher in terms of managing their classes and many of them required assistance from their management team in resolving the issues, especially when it concerned parents. The researcher could not ascertain the extent to which the school code was enforced or to what extent management instils a culture of discipline at each school.

4.6.5 Needs and requirements of beginner teachers

From the interviews with beginner teachers, many needs and requirements of beginner teachers became evident. The need for support and guidance from their respective schools was noted as well as from external structures. None of the selected schools had induction programmes in place; however, the selected schools had support structures in place to assist beginner teachers to a certain extent.

Beginner teachers also referred to the tertiary education and training they received and felt that this was insufficient for the roles and responsibilities that awaited them as teachers. A novice teacher emphasised that a beginner teacher needs to be assisted to teach the learners effectively and to make the learners feel comfortable in the classroom. Beginner teachers therefore need assistance from senior teachers because *“they come from university and do not receive sufficient support to understand the learners’ needs and how their minds work”* (BT4). Another participant pointed to the challenge of annual teaching plans and lesson planning because *“a beginner teacher also has insufficient*

skills to pick up on the ATP, to start teaching. As a beginner teacher it is difficult to draw up a lesson plan" (BT4). Many beginner teachers were overwhelmed by the reality of the profession and realised that the knowledge that they have was inadequate for what was expected of them.

Many beginner teachers had mentors who assisted them in their development. Two of the selected schools attached their beginner teachers to mentors before they were placed in the classroom and were able to follow the daily happenings of the school and adjust to these processes. Some department heads assisted beginner teachers, but other beginner teachers had to fend for themselves without a mentor, although the phase they taught in did not match their qualifications. One of the interviewees revealed that as a beginner teacher she had a breakdown as she could not cope with all the responsibilities that were expected of her. She said: *"I was not used to teaching such small children and I was really going fast with the work because I didn't know what level to focus on with these small children"* (BT7). Could induction have assisted this beginner teacher in this regard?

4.6.6 Lack of involvement of beginner teachers

All beginner teachers were not involved in the support system that the school established for beginner teachers. Schools did not have a structured induction programme but offered support to beginner teachers to some degree. A participant responded: *"I feel that all beginner teachers should be taken around and introduced to the activities of the school day, the different stakeholders, codes of sport, curriculum and extra-curricular activities"* (BT6). An induction programme should facilitate the beginner teachers to adjust and settle down as quickly as possible to their new environment and needs to take the input of their beginner teachers into account when programmes are designed.

4.6.7 Professional development

Findings revealed a deficiency when beginner teachers' professional needs were required to be incorporated into the school's improvement plan. A few beginner teachers received support from their departmental heads in relation to professional development and others not at all. A participant shared: *"I learnt from my mentor and that was pretty much the help I got to develop professionally"* (BT4). Other beginner teachers contributed: *"There was no induction programme that took my professional needs into account"* (BT5) and *"my professional needs were not considered"* (BT5).

4.7. RESPONSES OF SCHOOL MANAGEMENT TEAM MEMBERS REPRESENTING CATEGORIES AND THEMES

The researcher then classified data from the SMT interviews into categories and then themes. The information is listed in the table below:

Table 4.5: Responses of school management team members culminating in categories and themes

PARTICIPANT RESPONSES	CATEGORIES	THEMES
<ul style="list-style-type: none"> • Induction is when a newly qualified teacher comes to school. It is about showing him/her the ropes in terms of administration and service delivery. • Here at school the teacher is inducted as we go along as they are attached to the senior teacher or master teacher. • Depending on the learning areas they teach, beginner teachers are attached to a seasoned teacher. They need to pick up on annual teaching plans and start teaching. 	Meaning attached to "induction"	Induction of beginner teachers
<ul style="list-style-type: none"> • No, this does not happen at my school due to the shortage of manpower. • At my school, the supervisor is teaching a full load as per level one educator. There is a time issue. • SMT members really have vast knowledge and a wealth of experience of how to handle different situations and at my school that is something that is not shared with other teachers. 	Involvement of SMT members	Contribution of SMT members

<ul style="list-style-type: none"> • The departmental head just comes into the classroom to teach specific subjects and then they come in, do their thing and go out. The departmental head also has other duties as well, for example, supervising. • Well, time is a factor and also that management members are involved in structures/activities outside the school- example union activities and being ward councillor. When the need arises and you need their assistance, they are not there. This is the case at my school. • To make beginner teachers aware of what is required in the system as it may deviate from the theory they learnt. 	<p>Problem areas identified by SMT members</p>	<p>Challenges experienced at schools with regard to induction of beginner teachers</p>
<ul style="list-style-type: none"> • At my school, to be honest with you, we have an absent principal. Direction must be given from the head of the institution as he is well versed in terms of induction procedures and this filters down. He should have a vast knowledge, and this filters down and empowers people. This really doesn't happen at my school. • To be honest, I have not experienced any kind of support from the head of the institution as to what I should be kind of like doing for the new teacher. Instructions are just dished out and you have to assist the new teacher in whatever aspect of the teacher's work that he needs to be assisted with. 	<p>Contribution and attitude of the principal</p>	<p>Role function of the principal</p>

<ul style="list-style-type: none"> • It is not a case where the principal or second in charge will visit the beginner teacher and assist with any challenges that they might experience. We don't do that, and we have never done that. • I can't tell you about that. He (the principal) will talk to the new teachers and explain things about school. • I report to the principal. He just listens. 		
<ul style="list-style-type: none"> • In my opinion, had we assisted newly appointed teachers with their challenges, the quality of the service delivery will be much better as it is a case of "nip it in the bud." Suggestions can be pointed out to the beginner teacher as soon as a challenge is seen. • There are no prescriptive measures from the Department of Education. They give us nothing to induct. They have prescribed measures for the way we supervise. • Referring to induction programmes – it's a new thing that the department has started because I can't remember any such thing for the many years in which I am teaching. • We have not had induction programmes organised by the department. • I've never had induction in my time, and I've been teaching for 31 years. 	Lack of support	Recommendations
<ul style="list-style-type: none"> • As far as I am concerned, support structures are non-existent. It is a case 	Level of support offered	SMT support structures

<p>of trial and error as the beginner teacher is left to their own devices.</p> <ul style="list-style-type: none"> • Beginner teachers needs have not been taken into account in an induction programme as there is no induction programme. • There are three newly appointed teachers at this school. There was not a time were the supervisor sat with these teachers and showed them the policies, teaching plans, schemes of work, class registers, etc. These teachers were just handed a file from the previous educator and they must figure out what is going on. • After a teacher is here for a week, attached to a seasoned teacher, then they are allowed to teach in the classroom. This is just a critical reflection on the teacher, and it is used to uplift them as they are weak teachers. 		
<ul style="list-style-type: none"> • In spite of the lack of induction programmes, some teachers have taken it upon themselves to understand the school situation. • The problem is when a new teacher comes to school, if you ask them if they know what to do, they will say no. 	Lack of support	Beginner teacher initiatives
<ul style="list-style-type: none"> • Although they come from colleges and universities, they can't even mark a register. Their lesson prep is of a different style. They need to follow our school style. 	Why is induction necessary?	Purpose of induction

<ul style="list-style-type: none"> • Another aspect is discipline. They can't manage. This is a real problem at school. • Beginner teachers are not properly trained. They do not receive enough of practice with practical teaching. • It is noticeable that when new teachers come in, that they are not prepared for what awaits them. 		
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4.8 RESEARCH FINDINGS BASED ON THE PERCEPTIONS OF SCHOOL MANAGEMENT TEAM MEMBERS

The following themes were identified from the analysis of data collected by interviewing SMT members: induction, existence of an induction programme, challenges experienced at schools with regard to induction of beginner teachers, role function of the principal, recommendations, SMT support structures, beginner teacher initiatives and purpose of induction.

Table 4.5 represents a summary of responses from participant members of school management teams of the selected schools culminating in categories and themes. Using the synopses, the researcher has classified the responses in broad categories and themes. Research findings will be further illustrated by verbatim excerpts from the interviews and for the sake of authenticity and anonymity school management team participants are distinguished as SMT1, SMT2, SMT3 and SMT4.

4.8.1 Induction

All SMT members indicated that there are no formal induction programmes offered at their schools; however, all beginner teachers are offered support and assistance to some extent. Three SMT members stated that beginner teachers are attached to seasoned teachers, teaching the same learning area or senior/master teachers. SMT2 confirmed: *"Here, at school, the teacher is inducted as we go along as they are attached to the senior teacher or master teacher."* SMT3 stated: *"After a teacher is here for a week, attached to a seasoned teacher, then they are allowed to teach in the classroom."*

SMT1 stated: "that as far as I am concerned, support structures are non-existent. It is a case of trial and error as the beginner teacher is left to their own devices." He also

confirmed that “there are no induction programmes at my school.” SMT members at schools in the Ilembe District believe that “beginner teachers are not properly trained” (SMT2) and that “they are naïve and not well prepared to teach on their own” (SMT2) yet no provision is made at their schools for formalised induction programmes. Have they never deemed it necessary as seasoned teachers assigned as guardian angels are amply efficient to ensure the beginner teacher is equipped with what is necessary to know how to successfully establish themselves as effective teachers?

How are members of management expected to induct beginner teachers when there is minimal support from the Department? SMT 4 states that *“there are no prescriptions from the Department of Education”*. SMT 2 confirmed the absence of induction programmes for beginner teachers at his school because of a lack of policy from government in that *“there are no prescriptive measures from the Department of Education. They give us nothing to induct.”* The internal management structure seems to lack direction due to the absence of competent executive leadership as SMT1 revealed: *“At my school, to be honest with you, we have an absent principal. Direction must be given from the head of the institution as he is well versed in terms of induction procedures and this filters down. He should have a vast knowledge, and this filters down and empowers people. This really doesn’t happen at my school. The second and third in charge at my school- the deputy principal and the supervisor/departmental head in charge of the phase are left to their own devices in terms of inducting a new teacher.”* The researcher concludes from SMT1 that much confusion on induction programmes exist internally as well as from the Department of Education itself.

4.8.2 Contribution of SMT members

Different SMT members are involved differently in the induction of beginner teachers. Findings have revealed that principals at certain schools are not there to offer guidance and support when needed. Others meet beginner teachers weeks after arrival and others delegate the responsibility of induction to other SMT members. When an SMT member was asked whether a beginner teacher is inducted, he responded negatively blaming manpower constraints as the reason for not having a formal induction programme. SMT1 stated as follows: *“No, this does not happen at my school due to the shortage of manpower.”* This SMT member acknowledged the fact that valuable knowledge and skills need to be shared, albeit not happening because *“SMT members really have vast knowledge and a wealth of experience of how to handle different situations and at my*

school that is something that is not shared with other teachers” (SMT1). The SMT participant blamed time constraints as the most important reason for not having a formal induction programme in that “at my school, the supervisor is teaching a full load as per a level one educator, there is a time issue” (SMT1).

4.8.3 Role function of the principal

As the head of the institution, the principal is responsible for induction of beginner teachers. Schools have received no prescribed guidelines from the Department of Education and have resorted to implementing their own measures of support and guidance to the newcomer. Findings reveal that SMT members could not provide details or describe processes of induction that the principal is involved in at any of the four schools. SMT members explained that they merely keep the principal updated with any developments and he merely listens to his managers. An SMT member stated: *“To be honest, I have not experienced any kind of support from the head of the institution as to what I should be kind of like doing for the new teacher. Instructions are just dished out and you have to assist the new teacher in whatever aspect of the teacher’s work that he needs to be assisted with” (SMT1).* This SMT member also stated that class visits to beginner teachers’ lessons could be used as a strategy to provide initial support with teaching: *“It is not a case where the principal or second in charge will visit the beginner teacher and assist with any challenges that they might experience. We don’t do that, and we have never done that.”*

4.8.4 Recommendations

SMT members are aware of the lack of support offered to beginner teachers which could have countered beginner teachers’ initial challenges with teaching. In this regard SMT1 stated: *“In my opinion, had we assisted all newly appointed teachers with their challenges, the quality of the service delivery will be much better as it is a case of ‘nip it in the bud’. Suggestions can be pointed out to the beginner teacher as soon as a challenge is seen” (SMT1).* SMT members are also aware that the Department of Education is not actively involved with the induction of beginner teachers and schools are often left to their own devices to manage their resources and help the beginner teacher to settle down quickly and comfortably – *“there are no prescriptive measures from the department of education. They give us nothing to induct, however, they have prescribed measures for the way we supervise” (SMT2).*

An SMT member made reference to the induction programme offered to all beginner teachers in a particular ward and stated: *"It's a new thing that the department has started because I can't remember any such thing for the many years in which I am teaching"* (SMT2). It was also stated: *"I've never had induction in my time, and I've been teaching for 31 years"* (SMT2).

4.8.5 Senior management team support structures

The level of support offered by schools in Ilembe District to beginner teachers differs. SMT members indicated that beginner teachers are attached to seniors – *"After a teacher is here for a week, attached to a seasoned teacher, then they are allowed to teach in the classroom. This is just a critical reflection on the teacher, and it is used to uplift them as they are weak teachers. There is no induction programme"* (SMT3). During the interview, the indication to the researcher was that the most effective way of promoting beginner teachers was by *"providing human resources."*

SMT members from the other selected schools commented that beginner teachers are to a large extent expected to find their way regarding teaching on their own. In this regard, SMT1 related: *"As far as I am concerned, support structures are non-existent. It is a case of trial and error as the beginner teacher is left to their own devices."* Further explanation from the management member was that, relating to the newly appointed beginner teachers at his school, no induction or any form of guidance was provided to any beginner teacher. SMT1 also stated the absence of an induction programme for beginner teachers at his school: *"There are three newly appointed teachers to this school, there was not a time were the supervisor sat with these teachers and showed them the policies, teaching plans, schemes of work, class registers etc. These teachers were just handed a file from the previous educator and they must figure out what is going on."*

4.8.6 Beginner teacher initiatives

The researcher noted that in spite of the lack of induction programmes at schools, some beginner teachers have taken it upon themselves to develop and adjust to their new environment as quickly as possible – *"I had to learn quickly about what was expected of me. The departmental head and teacher aid have assisted me with the curriculum and getting on track"* (BT7). Some beginner teachers felt that no assistance was forthcoming and made efforts towards acquainting themselves with both school processes and curricular related matters. BT2 stated: *"you have to learn everything on your own"*. This

participant revealed how she began to establish herself at school in order to cope with the challenges she experienced – *“All the teachers in the phase talk about the strategies and share experiences and ideas”* and she further stated: *“Mam Reddy was teaching the same grade as me and I was introduced to her by the principal. She also helped me survive.”*

This strategy of empowering oneself by assertively seeking assistance from experienced staff was reaffirmed by BT3 in the following statement: *“It is very challenging to cope and survive on your own.”* She further states: *“At this school I just asked the teachers at the school for assistance. My uncle is a teacher at this school, so I went to him for assistance and I also asked my grade educators for help.”*

4.8.7 Purpose of induction

From the interviews with school management team members, the researcher noted the need for induction programmes as indicated by management member participants. The first area identified by the researcher as pointed out by participants was the need for the beginner teacher to follow the internal arrangements at the school relating to having institutional knowledge in order to act appropriately. In this regard SMT3 explained the institutional knowledge capacity of beginner teachers as follows: *“Although they come from colleges and universities, they can’t even mark a register. Their lesson prep is of a different style. They need to follow our school style.”*

The second area that the researcher identified as pointed out by participants was the tertiary training that beginner teachers receive. A feeling of dissatisfaction with their level of competency was identified by SMT members with one commenting as follows: *“Beginner teachers are not properly trained. They do not receive enough of practice with practical teaching”* (SMT4).

Findings reveal that beginner teachers are often classed as “weak” teachers and often struggle with aspects of the profession. Discipline and classroom management was identified as one such aspect. Beginner teachers have compared a school environment to that of their university environment and struggle to find the similarity between these environments – a lack in experience is noted as they struggle to meet the expectations of the job. An SMT member commented: *“It is noticeable that when new teachers come in that they are not prepared for what awaits them”* (SMT4). Designers of induction programmes should know that beginner teachers often experience many challenges

during the first few years of their teaching profession. Petersen (2017:6) relates the importance of prioritising ongoing support for beginner teachers as this impacts on the overall educational skills . Induction is a process that needs to be taken seriously so that beginner teachers are not demoralised to such an extent that they leave the profession

4.9 SUMMARY

This empirical investigation revealed that most schools in the Ilembe District do not have formalised induction programmes. Beginner teachers receive assistance and support to an extent. They utilize strategies that they come across, e.g. phase meetings, assistance from departmental heads/mentors/grade educators and trial and error measures in order to survive and overcome challenges they experience. Members of management stated that there were no prescriptive measures from the Department of Education in order to conduct and implement school-based induction programmes. Many members of management are also left to their own devices in providing support and mentoring to beginner teachers. Most managers also revealed that beginner teachers are not ready to be in the classroom when they arrive at school and a need for assistance can be identified. Beginner teachers also indicated a need for formalised induction programmes at schools as the initial experience is simply overwhelming.

The next chapter will conclude this study with a summary of the findings from which conclusions will be drawn and recommendations made.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents conclusions and recommendations that were derived from the findings of this study. Data was collected during the semi-structured interview process. Data was collected from four selected primary schools in the Ilembe District. The study provides insight into the perceptions and feelings of eight beginner teachers and four members of the school management team about the contribution of induction programmes to the teaching potential of beginner teachers in the primary schools of Ilembe District. The aim of this study was to determine the efficiency of the induction programmes in the Ilembe District for the beginner teachers by seeking the opinions of school management team members on beginner teacher assistance and consequently the opinions of beginner teachers themselves in developing themselves into effective teachers.

Chapter three provided the research methodology and research design of this study which directed the collection, analysis and interpretation of data to be reported on as research findings in chapter four. The focus of chapter five is to present conclusions from the research findings and make recommendations for effective induction programmes for beginner teachers to be planned and implemented in future.

5.2 SUMMARY

The purpose of this study was to establish the contribution of induction programmes in the Ilembe District to the teaching potential of beginner teachers in primary schools. Of secondary importance was to bring to the attention of all stakeholders the importance and scope of induction programmes for beginner teachers to capacitate beginner teachers to become competent teachers (section 1.1). Primary schools lay the foundation for both literacy and numeracy in education and is an important building block in a learner's growth and developmental process. In order for effective teaching and learning to occur at schools, it is imperative for primary school teachers to be capacitated with appropriate knowledge and skills right from the very start in order to ensure that a solid foundation for learners' successful learning is laid with proper teaching.

The Department of Education should not assume that beginner teachers are efficient in their capabilities because they hold a teaching qualification (section 2.1). They are also expected to deliver effectively, and professionally as seasoned teachers are expected to (section 2.1). Interview findings revealed that teachers required support and intervention in establishing themselves at school. Chapter two indicates that the most effective way of developing and supporting a beginner teacher is to clearly understand their problems and adopt effective induction programmes to address their needs so that development can take place qualitatively. All beginner teachers who were interviewed indicated that their needs were not considered when support and intervention measures were provided to them, considering the absence of formal induction programmes.

In order for the researcher to observe real-life situations and collect direct data as stipulated in chapter three, the study had to be carefully planned around participants and the different contexts in which they were placed. Ethical measures and values were observed throughout the research process and integrated in the research design of the study (section 3.7). Permission from principals as well as the Department of Education was obtained timeously. Information rich participants were selected from schools in the Ilembe District that conformed to specific regulations as stipulated in the design of the study (section 3.3).

In order to establish the contribution of induction programmes in primary schools, beginner teachers as well as their managers were interviewed to establish their perceptions and beliefs on the contribution of induction programmes in Ilembe District (section 1.5.5). A qualitative approach was adopted in order to gain a balanced approach with regard to the different experiences of beginner teachers and managers at four different primary schools in Ilembe District. The interview process included beginner teacher participants who required development and induction into the profession as well as an SMT member from each selected school who was responsible for supervising and managing areas of teacher development as instructed by the head of the school (section 3.4.1). Obtaining the perspectives of participants from four different schools, highlighted the induction process from four different management structures. (section 3.4.1). Interview findings were based on interviews with beginner teachers and members of the school management teams of the selected schools. The researcher ensured that all participants were comfortable and established good relationships based on open and honest communication. Male and female managers were interviewed equitably in order

to obtain a balanced view of carrying out the induction processes at schools (section 4.3). Chapter four provides statistics on the members of management who were interviewed. However, equity could not be maintained when interviewing beginner teachers due to more female teachers falling into the category of beginner teachers at the selected schools in the Ilembe District. Ethical considerations of the participants were considered (section 3.7) as well as the reliability and validity of the findings.

Members of management indicated that there were no prescriptive measures from the Department of Education guiding schools to ways of orientating beginner teachers by means of an induction programme. Interview findings revealed that most managers are left to their own devices in inducting beginner teachers. This presents a challenge for schools as they have no directive to fall back on when developing beginner teachers. This is also in accordance with the literature search conducted in chapter two (section 2.4) which states that a sound framework of regulations and procedures has not been developed and passed down to each school from the senior departmental structures. This serves as consideration for the Department of Education when designing future induction programmes for beginner teachers.

5.3 CONCLUSIONS

Beginner teachers are expected to carry out a job description as effectively as a senior teacher upon occupation of a level one post at a school. The effectiveness of an induction programme together with how teachers are managed and developed will impact on teaching and learning for as long as teachers remain in the teaching profession. This study provides information for consideration to formulate and implement school-based induction programmes constructively.

5.3.1 Conclusions from the literature study

A comprehensive induction programme is perceived as an imperative aspect in the development and growth of beginner teachers. A school-based induction programme that is led by prescribed guidelines from the Department of Education is highly recommended and should commence as soon as the beginner teacher assumes his/her post (section 2.4).

Principals should be active participants in school-based induction and share their knowledge and experiences with others. The perception from the study is that SMT members should offer a well-planned and highly structured programme to beginner

teachers so that they do not feel overwhelmed and “shocked” by the expectations in the profession (section 2.8.2).

The study reveals that beginner teachers received little to no support from SMT members and, to a large extent, induction programmes are non-existent at their schools (section 4.5). Through collaboration with grade teachers or their departmental heads, beginner teachers developed necessary skills to deliver the curriculum, work with the increasing demands of the profession and basic classroom management skills (section 4.6.2).

Beginner teachers revealed that the school environment was completely different from their university environment (section 4.8.7). They were also unable to practice teaching strategies taught at university or even unpack their dominating theoretical background and relate it to everyday school matters. They severely lacked practical experience so much so that they did not know how to mark an attendance register for learners in the classroom (section 4.6.3). A clear need for intervention and support was perceived to a large extent which consequently required mandatory school-based induction programmes.

5.3.2 Conclusions from the empirical study

School-based induction programmes should be cognisant of the needs and challenges of the beginner teacher and should vary depending on the contextual requirements of the school but should follow a structured prescription from the Department of Education (section 2.9).

SMT structures often lack in support measures and guidance, leaving beginner teachers to their own devices to survive the first few years of the profession. Beginner teachers therefore look forward to phase meetings, lesson observations, mentoring, observing experienced teachers in the classroom and periodic meetings with the SMT structures (section 4.10).

Beginner teachers lack experience in the practical components of the teaching profession. This is why the school-based programme which should close this gap and address this need promptly. Formalised school-based induction programmes do not exist at many schools, however, but support is offered to beginner teachers on a smaller scale relating to how to mark registers, develop lesson plans, manage their classrooms and

how to unpack annual teaching plans (ATPs) in relation to curriculum coverage (section 4.6.5). These induction programmes also do not take the needs of beginner teachers into account when support is offered to them.

Beginner teachers are strong in the theoretical aspects of teaching but experience challenges in relating these methods to the school situation. These newly acquired strategies and techniques could be shared by all stakeholders in the teaching process and much benefit could be derived from this.

Clear guidelines of the school's internal structure and functioning must be made known to the beginner teacher (section 2.7). Policies and regulations are adapted to meet the challenges and demands of the school and need to be supported by all role players in the education process. The challenges faced by beginner teachers and their strength of their survival skills will determine the extent to which they will remain in the teaching profession (section 1.4).

An induction programme organised by the Department of Education should be specific and tailor-made to meet the challenges of beginner teachers in the teaching profession. Networking and socialising of beginner teachers encourage sharing of ideas, information and experiences (section 2.7). Formalised induction programmes can also guide beginner teachers in developing themselves professionally which in turn impacts on the effectiveness of teaching and learning.

The role of the principal should be highlighted in the induction process as he/she is responsible for the induction of beginner teachers. The inactive role played by the principal has contributed negatively to the experience of beginner teachers in the profession (section 4.7).

5.4 ESSENTIAL ELEMENTS OF BEGINNER TEACHER DEVELOPMENT

5.4.1 Lack of support

Lack of support can be noted on the side of the Department of Education as well as the absence or minimal support offered to newcomers. A formalised induction programme at school can assist the development of the educators in the many different aspects that the profession requires them to be competent – professionally, socially and in the ability to manage aspects of the curriculum and classroom skilfully.

Grade educators or mentors assist in unpacking ATPs and delivery of the curriculum methodically. Basic aspects that promote functioning of the job description can also be highlighted throughout the school day which exposes different segments of the job description that require attention timeously. This can reduce emotional breakdown of teachers and allow them to approach challenges more positively.

5.4.2 Lack of discipline at schools

The study has revealed that beginner teachers, especially, tend to experience many challenges in managing their classrooms effectively. Learners appear to behave disrespectfully and not adhere to rules and regulations of the classroom. This could leave beginner teachers feeling less confident in the classroom than necessary. The school code of conduct should be enforced strictly and the SMT should play an active role in maintaining discipline at school level.

5.5 RECOMMENDATIONS

This study has provided insight into the contribution of induction programmes to the teaching potential of beginner teachers at primary schools in the Ilembe District. The findings of this study pertain to areas of school-based induction programmes, level of support offered and the role of SMT members in the growth and development of beginner teachers.

From this study, the lack of practical experience in the newly qualified teacher can be noted and this can be related to the challenges they experience upon assumption of duty. It was therefore essential for this study to link their previous theoretical background together with the practical component of their qualification and the need for school-based induction programmes in order to develop the teaching potential of beginner teachers at primary schools.

The following aspects with related recommendations are identified as key elements relevant to a school-based induction programme for beginner teachers, namely the role of the school principal, the role of the SMT, the involvement of other teachers and school-based induction programmes.

5.5.1 The role of the school principal

The school principal is responsible for the induction of all beginner teachers. As head of the institution, he/she is responsible for the delegation of duties to be performed in order

for school objectives to be reached in terms of a formalised school-based induction programme for beginner teachers (section 2.8).

The following recommendations are made:

- The principal should welcome all beginner teachers at school.
- The principal should play an active role in contributing to a formal school-based induction programme.
- The principal should introduce the beginner teacher to important stakeholders.
- The principal should appoint suitable mentors to assist and guide the beginner teacher.
- The principal should involve the beginner teacher in school-based induction programmes and take their needs into account.
- The principal should create opportunities for the beginner teacher to observe experienced teachers' lessons and to be observed as well.
- The principal should ensure that the beginner teachers are not over burdened with expectations and responsibilities.
- The principal should communicate with the SMT and mentors timeously for updates and reports on beginner teachers.
- The principal should accept responsibility for the effectiveness of the induction programme at school.

5.5.2 The role of the SMT

The level of support that a beginner teacher receives is contingent on the input by members of school management. Many SMT members were assigned with other duties and had little or no time to allocate to the development and guidance of a beginner teacher (section 4.8.2). Beginner teachers often had to fend for themselves and establish survival techniques in the first few years of the profession. The following recommendations are made:

- All members of the SMT should carry out instructions from the principal to the best of their abilities.
- All members of the SMT should be active participants in school- based induction programmes for beginner teachers and create the time to promote such activity.

- All members of the SMT must orientate, mentor, assist, guide and develop beginner teachers to the best of their ability.
- All members of the SMT must be welcoming and approachable to beginner teachers and embrace an “open door” policy.
- All members of SMT must promote and establish open communication lines with beginner teachers.
- All members of SMT must assist beginner teachers in appraisal and professional development programmes.
- All SMT members must respect and treat beginner teachers as professionals.
- All SMT members must be open to learning from the beginner teacher.
- All SMT members must enforce the school code of conduct and maintain discipline at school level.

5.5.3 The involvement of other teachers

Other teachers did not assist beginner teachers significantly as they assumed that, as graduates, beginner teachers were competent and capable teachers (section 4.5). The following recommendations are made:

- Experienced teachers should welcome, orientate and assist beginner teachers in adjusting to the professional environment at school.
- Experienced teachers should be willing to assist the beginner teachers when instructed by the SMT or principal.
- Experienced teachers should respect and treat beginner teachers as professionals.
- Experienced teachers should be open to embrace their role as “life-long learners” and learn from beginner teachers.
- Experienced teachers who have been classified as ‘Senior’ or ‘Master’ teachers should be formally allocated as mentors.

5.5.4 School-based induction programmes

In order for an induction programme for beginner teachers to be effective at school, the following recommendations are relevant, namely that the induction programme:

- Should take the school context and its internal processes into consideration.
- Should involve the beginner teacher in the planning stages.

- Should take the beginner teachers' needs and challenges into consideration when planning the programme.
- Should be structured, organised, specific to the teaching profession and comprehensive.
- Should involve members of the SMT and mentors.

The first few years of teaching for beginner teachers should include well planned induction and support measures as they determine the rest of their teaching careers.

5.6 LIMITATIONS OF STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

This study focused on four selected schools in the Ilembe District only. In order to obtain a different and more comprehensive perspective on induction programmes for beginner teachers, more schools in other areas should be considered. Privatised schools as well as other public schools should be included in future research for a broader and more in-depth understanding of the need and value of induction programmes for beginner teachers. Beginner teachers should also be interviewed after a few years in order to investigate the extent of support offered to them and also to gain insight into the impact and effectiveness of an initial school-based induction programme for eventual teacher capacity in pursuit of successful teaching and learning.

Furthermore, this study focused on gathering data from SMT members and beginner teachers only. In order to complement this study, the principal and other stakeholders in the education process should be included.

Further studies could be conducted in order to establish the impact of induction programmes on learner performance. Results in all exit phases can be used as a measure of the effectiveness of beginner teacher induction.

5.7 SUMMARY

Supporting beginner teachers during the initial period of the teaching profession is of pivotal importance in contributing to the development of successful and effective teachers. Formalised school-based induction programmes can reduce the “shock” and the feeling of beginner teachers being overwhelmed when they realise the expectations and demands that they are required to fulfil. This could result in confident and fast developing teachers who are able to develop a solid foundation of numeracy and literacy in primary schools, thus reducing the gap that is created as learners progress to high

school and ultimately improve the decline that matriculation learners face today in Ilembe District.

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APPENDIX A



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/04/17

Ref: 2019/04/17/31893473/25/MC

Dear Mrs Pillay

Name: Mrs E Pillay

Decision: Ethics Approval from
2019/04/17 to 2022/04/17

Student no: 31893473

Researcher(s): Name: Mrs E Pillay

E-mail address: elishpillay@gmail.com

Telephone: +27 79 487 7306

Supervisor(s): Name: Mrs Mr Mabusela

E-mail address: mabusmp@unisa.ac.za Telephone:

+27 12 429 4474

Title of research:

The influence of induction programmes on the effectiveness of beginner teachers
in primary schools in Ilembe District.

Qualification: M. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/04/14 to 2022/04/17.

The medium risk application was reviewed by the Ethics Review Committee on 2019/04/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/04/17. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2019/04/17/31893473/ 25/ MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Approved - decision template — updated 16 Feb 2017

A handwritten signature in black ink, appearing to read 'Sebate', with a large, stylized initial 'S'.

Prof PM Sebate

ACTING EXECUTIVE DEAN

Sebatpm@unisa.ac.za

APPENDIX B

INTERVIEW GUIDE FOR THE BEGINNER TEACHER

School: _____

Teacher: _____

1. What is your interpretation of who a “beginner teacher” is?
2. What constitutes the induction programme at your school?
3. Has any of the following occurred in your first year of teaching:

Formal introductions or meetings with your:

- Principal
- Departmental Head
- Circuit Manager or Departmental representative
- Mentor
- Other?

4. Who is responsible for the induction programme of beginner teachers at your school?
5. Were you involved in this process? If so, how?
6. How were your professional needs identified and considered?
7. What are the problems experienced by beginner teachers at your school?
8. What role do the mentors play in assisting beginner teachers to solve those problems?
9. What has the initial experience of teaching been so far for you? Elaborate.
10. How has the induction programme at your school impacted on your professional development?
11. Do you have any recommendations for the improvement of induction programmes at your school? Elaborate.

APPENDIX C

INTERVIEW GUIDE FOR SMT MEMBER

Name of school: _____

Management member: _____

1. Describe the induction process for beginner teachers at your school?
2. What role does your school management play in the induction process at your school?
3. Who are the main role players in the induction process for beginner teachers?
4. What role does your principal play in the induction process?
5. What is your role in the induction process?
6. What do you consider to be the main purpose of an induction programme?
7. What facilities/support structures does your school provide towards the development of beginner teachers?
8. To what extent are their needs considered when induction programmes are developed?
9. Are there any prescriptive measures that the Department of Education requires you as a school to adhere to?
10. Have you noticed the extent of development of beginner teachers who have participated in the induction programme at your school?
11. What recommendations do you have for the implementation of effective induction programmes in primary schools in Ilembe District?

APPENDIX D

DEPARTMENT OF EDUCATION CONSENT TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 24/8/1784

Mrs E Pillay
PO Box 1155
Slanger
4450

Dear Mrs Pillay

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE INFLUENCE OF INDUCTION PROGRAMMES ON THE EFFECTIVENESS OF BEGINNER TEACHERS IN PRIMARY SCHOOLS IN ILEMBE DISTRICT", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 06 May 2019 to 04 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Ndama
Head of Department: Education
Date: 10 May 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 - Pietermaritzburg - 3200 - Republic of South Africa

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...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX E

LETTER TO THE SCHOOL PRINCIPAL REQUESTING PERMISSION TO CONDUCT INTERVIEWS

P.O. Box 1155

Stanger

4450

22 March 2019

The Principal

_____ Primary School

P. O. Box xxx

Stanger

4450

Sir/Madam

Re: Permission to conduct interviews at _____ Primary School

This letter serves to humbly request your permission to conduct research at your school. This is part of my studies as a Master of Education Student at the University of South Africa (UNISA). My supervisor is Mrs M.R. Mabusela.

The title of my research is: The influence of induction programmes on the effectiveness of beginner teachers in primary schools in the Ilembe District.

With this study, I hope to assist beginner teachers in the Ilembe District, with their professional development thereby promoting effective teaching and learning.

Your support in this endeavour will be highly appreciated.

Thank you

Yours sincerely

Mrs Elisha Pillay

Student number: 3189 347 3

APPENDIX F

APPLICATION REQUESTING CONSENT FROM THE PARTICIPANT TO PARTICIPATE IN THE STUDY

Consent to participate in this study

I, _____ (participant full name in print), confirm that Elisha Pillay, asking my consent to take part in this research, has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise stated.

I agree to the recording of the interview (voice recorder).


PARTICIPANT NAME AND SURNAME (PLEASE PRINT) _____

PARTICIPANT SIGNATURE

DATE

RESEARCHERS FULL NAME IN PRINT

ELISHA PILLAY



RESEARCHER'S SIGNATURE

DATE

APPENDIX G

INVITATION LETTER TO THE BEGINNER TEACHER REQUESTING PERMISSION TO CONDUCT INTERVIEW

Dear Participant

This letter is an invitation to consider participating in a study, that I, Elisha Pillay, am conducting as part of my research towards a master's degree at the University of South Africa (UNISA). My research is entitled: The influence of induction programmes on the effectiveness of beginner teachers in primary schools in the Ilembe District. I have purposefully identified you as a possible participant because of your valuable experience related to my research topic as a beginner teacher.

I would like to provide you with information relating to your involvement in my research, should you agree to participate in this study. In an interview, I would like to know your views and opinions on beginner teacher induction programmes in the Ilembe District.

Your participation in this study is voluntary. The interview will be approximately 30 minutes in duration and will be conducted at your school at a time that suits you. You do not have to answer any question/s during the interview process that makes you feel uncomfortable. You may also withdraw from this study at any time without any negative consequences.

With your permission, a voice recorder will be used during the interview in order to collect the information as accurately as possible. The data will then be transcribed on my computer for further analysis. I will provide you with a copy of the transcript so that any additions or amendments can be made. Your name as well as the name of your school will not appear in any publication resulting from this study. A pseudonym protecting the identity of participants will be used. Data collected and retained on my personal computer will be stored at a safe place in my home for a period of five years.

I look forward to the interview and would like to thank you in advance. If you accept my invitation to participate in this study, I will request you sign a consent form.



Elisha Pillay

Student Number: 31893473

APPENDIX H

INVITATION LETTER TO THE SMT REQUESTING PERMISSION TO CONDUCT AN INTERVIEW

Dear Participant

This letter is an invitation to consider participating in a study that I, Elisha Pillay, am conducting as part of my research towards a master's degree at the University of South Africa (UNISA). My research is entitled: The influence of induction programmes on the effectiveness of beginner teachers in primary schools in the Ilembe District. I have purposefully identified you as a possible participant because of your valuable experience related to my research topic as a member of management.

I would like to provide you with information relating to your involvement in my research, should you agree to participate in this study. In an interview, I would like to know your views and opinions on beginner teacher induction programmes in the Ilembe District.

Your participation in this study is voluntary. The interview will be approximately 30 minutes in duration and will be conducted at your school at a time that suits you. You do not have to answer any question/s during the interview process that makes you feel uncomfortable. You may also withdraw from this study at any time without any negative consequences.

With your permission, a voice recorder will be used during the interview in order to collect the information as accurately as possible. The data will then be transcribed on my computer for further analysis. I will provide you with a copy of the transcript so that any additions or amendments can be made. Your name as well as the name of your school will not appear in any publication resulting from this study. A pseudonym protecting the identity of participants will be used. Data collected and retained on my personal computer will be stored at a safe place in my home for a period of five years.

I look forward to the interview and would like to thank you in advance. If you accept my invitation to participate in this study, I will request you sign a consent form.



Elisha Pillay

Student Number: 31893473

APPENDIX I

LETTER FROM PROFESSIONAL AND TECHNICAL EDITOR

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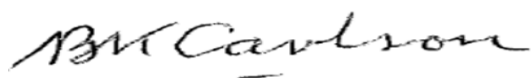
5241

3 October 2019

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action:

The influence of induction programmes on the effectiveness of beginner teachers in primary schools in Ilembe District by ELISHA PILLAY, a thesis submitted in partial fulfilment of the requirements for the degree of Master of Education in Educational Management and Leadership at the UNIVERSITY OF SOUTH AFRICA.



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Professional Editor

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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services